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## The Colored Teachers State Association Of Texas As Revealed In The Texas Press

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THE COLORED TEACHERS STATE ASSOCIATION OF  
TEXAS AS REVEALED IN THE TEXAS PRESS

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HOLLINS

1948

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Prairie View A. & M. College Studies in History

The History of Education Series

- No. 1. Willie Andrew Tarrow, "A University for the Negroes of Texas: A Promise Unfulfilled"
- No. 2. Carrie M. B. White, "The Development of Higher Education for the Negro in the South from 1890 to 1914, with Special Reference to the Land Grant College"
- No. 3. A. Edward Hollins, "The Colored Teachers State Association of Texas as Revealed in the Texas Press"
- No. 4. R. D. Hearn, "The Development of Higher Education for Negroes, with Special Reference to the Denominational Schools"



THE COLORED TEACHERS STATE ASSOCIATION OF TEXAS AS REVEALED  
IN THE TEXAS PRESS

By

Arntie Edward Hollins

A Thesis in History Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

Master of Science  
in the  
Division of Arts and Sciences

of

Prairie View Agricultural and Mechanical College  
Prairie View, Texas  
August, 1948

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APPROVED BY:

*George R. Woolfolk*  
Dr. George Ruble Woolfolk,  
Professor of History

Date: *August 5*, 1948



## PREFACE

That which follows is neither a prophecy nor a prediction. It is an exposition. It is an analysis of the Colored Teachers State Association of the State of Texas. But exposition, proceedings, methods, and investigations, no matter how elaborate and consistent they are, must be regarded as hypotheses. They are to be accepted as the basis.

To my mother and father and all other mothers and fathers who have sons or daughters who spend most of their lives away from home in the pursuit of knowledge.

Colored Teachers State Association of the State of Texas only the qualities which he wanted to see and that he regarded the real value of the organization. The criticism is accepted. As a matter of refutation the writer merely offers to all eyes-eyed students a challenge in terms of the materials available. The story belongs to the proponents of arguments. The gift has been awarded them.

One of the most curious features of the Colored Teachers State Association of the State of Texas is that of policy on the part of its officials. Their reluctance to furnish information regarding the services of the organization is at times alarming, if not appalling. The reason for this attitude is a mystery, which means that it is too



## PREFACE

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It may be argued that the writer has seen of the Colored Teachers State Association of the State of Texas only the qualities which he wanted to see and that he disregarded the real value of the organization. The criticism is accepted. As a matter of refutation the writer merely offers to all Argus-eyed debaters a challenge in terms of the materials available. The study belongs to the proponents of arguments. The gift has been awarded them.

One of the most curious features of the Colored Teachers State Association of the State of Texas is that of policy on the part of its officials. Their reluctance to furnish information regarding the services of the organization is at times alarming, if not appalling. The reason for this attitude is a mystery, which means that it is too



obscure to be illuminated by anything less than an exhaustive psychological analysis of the organization's aims and views. Some of the organization's officials were approachable and very helpful. Others fled like the waters fled from Tantalus.

Information pertaining to the Colored Teachers State Association of the State of Texas is not available in the various Negro Colleges. The official journals of the organization are not retained by the libraries visited, but "The Texas Outlook", published by the Texas State Teachers' Association (white), is found generally on the shelves of of these libraries. Though Prairie View Agricultural and Mechanical College of Texas has proposed to set up archives which will retain the available records of the association, the proposal has not yet materialized. The organization has no central filing office of its own; therefore, it can not be relied upon to furnish accurate and complete information regarding its development.

Perhaps one or two sentences should be written in regard to the assimilation of materials. The gathering of data required the employment of the services of several libraries and newspaper morgues. It also required several conferences. The few persons interviewed who were willing to sign and confirm their statements submitted information of a nature not suitable for a study of this level of thinking.



In reading this monograph, the reader is admonished to bear in mind constantly its institutional approach. It is a study of a movement. It is not a study of structures and functions. The opinion is that structures and functions are reservations of the mechanical and political minds.

Thanks are due to several persons. First, thanks are due to the some 4,000 souls who are members of the Colored Teachers State Association of the State of Texas. Thanks are due the several persons who permitted the use of their files, journals of the association, records and proceedings. Among those persons are Mrs. Ellie Walls-Montgomery, Houston, Texas, and Principal M. B. Davis, Jacksonville, Texas. Especially due are thanks to Dr. George Ruble Woolfolk, Department of History, Prairie View Agricultural and Mechanical College of Texas, under whose guidance and constructive criticism the study was written; and to the librarians and assistant librarians of the State Library, in Austin, and the Rosenberg Library, in Galveston. Likewise, appreciation goes to Miss D. G. Perry (now Mrs. George Ruble Woolfolk) and Mr. Willie Andrew Tarrow, Bryan, for the information gathered from their theses and their contributed materials.

While there have been many contributions to the study, the writer is to be held responsible for the interpretation of the materials.

A. E. H.



## OUTLINE

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- A. Purpose
- B. Scope
- C. Procedure
- D. Definition of Terms
- E. Sources of Materials
- F. Hypothesis

#### II. POLITICS OF EQUALITARIANISM

- A. The Negro in Perspectus at the Turn of the Nineteenth Century
- B. The Negro as a Threat to the Cultural Regionalism of the Old South
- C. Speculative Operations
  - 1. Attempts to Solve Problems
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- E. Visitations: Reign of Petty Politicians
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- F. The Parting of the Ways: Trends



1. Trends of the Parity Years

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### III. POLITICS OF COMPROMISE: THE TWENTY YEARS

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## CHAPTER I

### INTRODUCTION

This is a study of the "Colored Teachers State Association of Texas as Revealed by the Texas Press." The purposes of the study are four-fold in number. First, it is the purpose of the following study to analyze the function and objectives of the Colored Teachers Association of Texas and to survey the organization, methods, and activities by which it attempts these function and objectives. Second, the study is to present a clear-cut picture of the organization as it is painted by the various presses of Texas, the state which gave it birth. Third, the study is intended to point out some other avenues of study which do not fall in the scope of this study and to suggest that these avenues be used in order that a complementary study may be made and an over-all picture of the organization may be brought into clearer relief. Fourth, and last, the study is to fulfill partially the requirements for the master of science degree in the field of History, as required by the Prairie View Agricultural and Mechanical College of Texas. Two outstanding features have been brought to focus; namely, the general character of the association activities as related to the association's aims, and the opportunity for constructing and carrying through a program of educational betterment.

The study is concerned primarily with the period commencing with 1927 and terminating with the 1947 meeting,



a period of twenty years. This scope appears to be a logical one in that it comes within the period of the revolution of our times; it falls within the memory of the present generation of colored students who will finish college and become the professional men and women of tomorrow; it envelopes four varying conditions of our times, a condition of prosperity, a period of depression on the part of both industry and the farmers, a crisis condition caused by World War II, and the present condition of abnormal prosperity, resulting from the abnormal conditions which follow in the wake of the abnormal catastrophe of war. Also this was the period in which the organization became record conscious. The study does not propose to be a complete history of the Colored Teachers State Association of Texas, but, rather, it proposes to analyze and bring to light the accomplishments and the manner of performance of the association during the last two decades as they have been revealed in the Texas press. Its center of concentration lies not with the "great man theory" of development and progression; it deals not with the "Bigs" nor the "Littles" as such, but, rather, it deals with the association as a professional unit, as a part of our institutional society and as a movement on the part of Colored teachers to organize themselves in a unit designed for specific purposes. These purposes will be shown elsewhere in the manuscript.

The thesis employs the historical approach, for the establishment of the association is a tree known not only by its fruits, but, also, by its roots. Yet one is less



interested in its origins than in its attainments, so the origin of the Colored Teachers State Association of Texas is here used only as a background for throwing the period with which the study is concerned into clearer relief.

In a sense, organizations of this type are like mechanical devices, let us say like locomotives. When one studies the locomotive, he observes three phases of interest--its structure, functioning, and service. Of these, measured in terms of social betterment, the first is the least, and the last is the most important. So it is with the Colored Teachers State Association of Texas. We may study the association as a structure, describing its law-making composition, executive offices, and what not. Or we may study its functioning processes, observing the methods it uses and the human motives to which it responds. Again, we may study it in the light of the services it renders, the successes or failures it meets in striving to fulfill its purposes.

Opinion is that Nineteenth-Century writers paid too much attention to the structure or fabric of organizations. It is, moreover, the opinion that Twentieth-Century writers are in the danger of over-emphasizing the functioning processes. The important question is not what the association is, nor how it operates, but what it does. The organization subjected to study is not to be confused with other organizations, such as lodges and fraternities. Over four thousand Colored members of the Colored Teachers State



Association of Texas should constitute an enormous reservoir of professional power and skills and knowledge. Out of a medley of differing opinions, principles, and interests arises spontaneously or from persuasion more or less stable groupings, which under proper leadership, strive to attract enough support to enable them to accomplish what all professional organizations strive to attain; that is, to reach perfection, to secure institutional stability, to attain high and critical goals, to perpetuate themselves and the profession to which they are debtors, and to touch and inspire the lives of those with whom they come in contact from day to day.

Still when one studies the automobile, he gives more time to consideration of its mechanisms than to the question of how to drive, and more time to the art of driving than to the discussion of purposes which an automobile may serve. And if in this discussion of the "Colored Teachers State Association of Texas as Revealed in the Texas Press" more space is assigned to the mechanism of it than to its functioning, that is because the latter belongs less to the realm of research than to personal contacts, and if more space is given to its functioning than to its accomplishments, that is because the latter immediately becomes a province usurped by an historian.

Before going further into the discussion, it is felt that there is a need to treat the subject-caption in such a manner that the study may be understood readily. There are two word-groups which demand definition, description, and



exposition. They are "Colored Teachers State Association of Texas" and "as Revealed in the Texas Press," neither of which lends itself readily to definition.

The general conception of the person who sets himself up as being an analyst or a critic is that he is a person who, like the proponents of the Puritan Orthodoxy, uses a lashing tongue and a flaying language. The apology to be made for this misconception is that the true critic is one who appraises a condition or a thing or an event for its true worth. The critical historian is a fact-finder. He seeks truth in the light of the fact that truth is the true province of all accurate history, and, unlike Bacon's "Jesting Pilate" who asked what was truth and ran away to keep from hearing the answer, he remains to find the truth. The condition of the truth depends upon the nature of the findings. The critic may or may not suggest remedies for the error or errors when they are found.

Just what the "Colored Teachers State Association of Texas" is seems to be a matter of controversy. It, like many other word-groups, serves as an implement in the minds of the controversialists. It lends more readily to description and exposition than it does to definition. Lawfully, the Colored Teachers State Association of Texas is a corporation which became recognized as such officially by the state of Texas on the 25th day of November, 1921.<sup>1</sup> It is a

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<sup>1</sup>See Appendix A (Official Charter of the Colored Teachers State Association of Texas). Also see Letter, Secretary of the State of Texas, dated January , 1948 (Appendix B).



mobile corporation which was established during 1921 and is permitted by law to exist for a period of fifty years from that date. The corporation has no capital stock, pays no franchise tax, and is not required by law to file yearly reports in the Office of the Secretary of State. It also may be added that the association, after nearly sixty-four years of existence, owns no real property and that it has no fixed headquarters, nor a will, nor transfer privileges. This will be discussed elsewhere in the text.

A corporation is a group of individuals united by legal authority into one body under a special name and clothed with the authority of acting in many ways as an individual.<sup>2</sup> It also may be said that a corporation is an artificial being, invisible, intangible, and existing only in contemplation of law. Being the mere creature of law, it possesses only those properties which the charter of its creation confers upon it, either expressly or as incidental to its existence. These are such as are supposed best calculated to effect the object for which it was created. Among the most important are immortality, and, if the expression may be allowed, individuality, properties by which a perpetual succession of many persons are considered as the same, and may act as a single individual. Corporations, however, are "persons" within the meaning of

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<sup>2</sup>Robert C. Skar and Benjamin W. Palmer, Business Law: With Social and Personal Applications. McGraw-Hill Company, Inc., New York and London, 1942, pp. 467 and 308.



various clauses of the constitution are are regarded judicially as citizens of the states in which they are chartered.<sup>8</sup> They are at best, moreover, only quasi-citizens, being not entitled to all the privileges and immunities which the constitution guarantees to the individual citizen. *Tr*

The term "as revealed in the Texas press" was originally designated to infer the meaning "as shown in the representative newspapers of Texas, which are retained by representative libraries and archives in the State of Texas," but the lack of information contained in these has necessitated the definition to be extended to mean "as shown in the representative newspapers of Texas which are retained in representative libraries and archives in the State of Texas and those which are printed in the state of Texas." This can be interpreted also to mean the publications of the organization which are available.

Newspapers have been supplemented by the Colored Teachers State Association of Texas journals, proceedings, constitution, and other literature issued by the association to include special articles pertaining to the history of the association to include special articles pertaining to the history of the organization. It has been impossible to secure information from all branches of the association or from all of the officers. Practically no information was furnished from the immediate members of official status.

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<sup>8</sup>Frederic A. Ogg and F. Orman Ray, Introduction to American Government, D. Appleton-Century Company, Incorporated, New York and London, 1945, pp. 127f. Also see Amendment XIV, National Constitution, and Article XII, Sections 1 and 2, Texas State Constitution.



The movement on the part of the Colored Teachers State Association, like that of any other professional group in the State of Texas, has within the sixty-four years of its existence emerged as a social and political movement. Neither social nor political conditions, while they may be separated one from the other, can be divorced one from the other. It is the contention that the Colored Teachers State Association of Texas, like the great economy which gave it birth, has gone through its normal stages of youth and adolescence and is now in its mature state. This does not necessarily infer that the organization has outworn its usefulness, but it hints that it should collect its wares about it and appraise them in the light of their true value. A rejuvenation may well be in order.

Movements come as the result of awakenings and rejuvenations are bi-products of the awakenings. People become conscious of the conditions which exist about them and the energetic and intelligent people attempt to correct and improve those conditions and themselves, as well. Colored teachers became aware of themselves and the system in which they worked as early as 1878 when the State Teachers Association of Texas (white) was established. Then, too, the radical cult of Republican Colored teachers who were imported from the North and from the East thought they saw a vantage point in organizing during the era of political transition; that is, at the turn of the century the Republican elements which were carry-overs from the Reconstruction Era in Texas lost their stronghold but



remained as constant threats to the security of the newly enthroned Democrat elements. However, there is no place for a detailed discussion of political parties and their conflicts in this study, a glimpse of the affray will be shown in the chapter which follows. In reading this study one constantly must be aware of the hypothesis. The hypothesis is restated for the reader's convenience. It is believed that the Colored Teachers State Association of Texas has reached its maturity and that its present state of inactiveness is jeopardizing its usefulness and efficiency.

Perlman<sup>a</sup> implies that a social movement exists whenever there is a climax or condition in any social, political, or economic state wherein there are organization, singleness of purpose, discipline, loyalty, allegiance, and group subject to call . . . , falling under the leadership of an individual head or headquarters on some state, national, or local scale. Cantril<sup>b</sup> points out to us some of the underlying causes for movements. In a very simple sentence he sets the stage for what one should look in reading this study. His question is "What desires, worries, frustrations did their particular community or status foster?" One should keep this multiple question in mind while in the process of reading this study.

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<sup>a</sup>Belig Perlman, A Theory of the Labor Movement. The Macmillan Company, New York (1942), *Passim*.

<sup>b</sup>Hadley Cantril, The Psychology of Social Movements. John Wiley and Sons, Incorporated, New York (1941), pp. 3-21.



## CHAPTER II

## POLITICS OF EQUALITARIANISM

The turn of the Nineteenth Century brought little which was new to the cultural regionalism of Texas and the Southwest. The idea of equalitarianism in a utilitarian society among Negroes in the South was evidenced in the rise of schools, colleges, churches, and civic organizations. The First Morrill Act of 1862 had established a few organic colleges. Then there came in succession other colleges, some were the outgrowth of altruism, some as a result of state legislation. The Fifteenth Legislature of the State of Texas met in the year of 1876. One of the acts of the Legislature provided for the establishment of "an agricultural and mechanical college" for Negroes to be located in Waller County, Texas.

The spirit of equalitarianism was epitomized in the professionalization and popularization of learning by both Negro and white groups. The Negroes who were being pushed gradually out of politics as office seekers in Texas reasserted themselves in the field. The reassertion was made not primarily on the bases of speculations of political office, but, rather, on speculations based primarily upon issues. In the field of skilled labor there was seen the affiliation of Negro masonry with trade unions. In the field of agriculture the Negro became identified with the Granger Movement. In the field of skilled labor there



was seen the affiliation of Negro masonry with trade unions. In the field of agriculture the Negro became identified with the Granger Movement. In the field of politics he was a pawn in the hands of the Northern Republican, a much desired voter in the thinking of the third parties of the time, and he stood as an ever-present threat to the newly-enthroned political element of Texas which was identified as "the Democrats".<sup>1</sup>

These speculative operations, sometimes casual, random, and entirely unorganized, as we shall see in the chapter which follows - as applied to the Colored Teachers State Association of Texas - have been transmitted for more than four generations. The growth of professional organizations, colleges, libraries, the press, and movements, political, social and economic, became paramount importance in the thoughts of the generations which followed.

Like other cultural groups, the Negro group included a small number of learned men whose knowledge stood in striking contrast to the intellectual unsophistication of the main body of the people. It was in the religious field that the Negro intellectuals contributed most to the foundations of Negro Thought during the early years of the turn of the Nineteenth Century.

The majority of the Negroes in the South became

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<sup>1</sup>See Douglass Geraldyn Perry, "Black Populism: The Negro in the Peoples Party in Texas" (An unpublished master's Thesis in the Department of History), Prairie View College, Prairie View, Texas, 1945. Passim. (Hereinafter cited as D.G. Perry, "Black Populism").



accustomed to conditions as they were, endeavoring to make the most of an undesirable situation, but Negroes who had experienced mental development and had their hearts fired with the desire to enjoy the rights so eloquently set forth by their political and civic leaders desired to rid themselves of their humiliation.<sup>2</sup>

These freed Negroes were willing to grapple with their aggressors and oppressors. They were willing to meet their opponents on political grounds in order to gain the social and economic freedom to which they felt themselves entitled. They desired to know what candidates had done, or would pledge themselves to do for equality and justice regardless of race, color, or creed.

In the year 1910, a period of forty-five years after the Emancipation Proclamation, there had been produced twenty-nine thousand four hundred and eighty-five teachers, five thousand six hundred and six musicians and teachers of music, 3,077 physicians and surgeons, 478 dentists, 798 lawyers, 123 chemists, 329 artists, sculptors, and teachers of art, 247 authors, editors, and reporters, 59 architects, and 237 civil engineers.<sup>3</sup>

The actual forces which have effected the improvement of the Negro race, however, have been Negro organi-

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<sup>2</sup>Carter G. Woodson, The Negro in Our History. The Associated Publishers, Inc., Washington, D. C. (1936) p. 432.

<sup>3</sup>Carter Woodson, Ibid., p. 449.



zations themselves. Chief among these were the Negro churches, social welfare agencies, and schools.<sup>4</sup>

Schools were the jewels of the early politicians of color in Texas. It was through the channels of the schools that the Negroes were to find a "sitting in the sun". This thought, with the possible exception of Tuskegee, seemed to prevail throughout the South and Southwest. President Hill of Southern University epitomized what Negro intellectuals were thinking in regard to the training of the hands and the minds of Negro youth when he said "If one or the other has to be neglected it is desirable to educate the minds rather than the hands".<sup>5</sup>

In the early nineties a few Negroes emigrated to Mapimi, Mexico, from which, after some hardships, they returned to their native homes. They then with the aid of their white brethren centered their attention on the idea of returning to their beloved homeland, Africa, and in 1895 an aggregate of one hundred and ninety-seven Negroes sailed from Savannah, Georgia, for Liberia. Among this number some were from the State of Texas.<sup>6</sup> How many of

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<sup>4</sup>Carter Woodson, Ibid., p. 450.

<sup>5</sup>Commissioners of Education, Report of the Commissioners of Education, 1892-1893, p. 863. Also see Carrie B. W. White, "The Development of Higher Education for the Negro in the South from 1890-1914 with Special Reference to the Land Grant College (An unpublished master's Thesis in the Department of History), Prairie View A. and M. College, Prairie View, Texas. 1947. Passim.

<sup>6</sup>Confidential Conference, dated 10 May 1948.



them were from Texas is not known. The expedition was not as unsuccessful as that to Mexico, but in carrying out their plans the deportationists soon discovered that it was impossible to expatriate a whole race.<sup>7</sup> The Negro was in Texas and the Americas to stay. Moreover, Liberia at that time was not doing so well under President Edward James Royce; for the country made the all but fatal mistake of borrowing 100,000 British Pounds from the British Government. The transaction was handled in such a manner that Liberia lost rather than gained by the supposed aid.<sup>8</sup> Gloom and depression, like black shrouds, hovered over Liberia for many years to come. Thus ended the migration to the homeland.

Several attempts were made in addition to the ones cited in the foregoing passage in the State of Texas. Texas Negroes, with the aid of speculative white Republicans, hatched schemes to carry off to Kansas, Missouri, California, and South America the Colored population of Texas. Many of these speculations met with defeat on the

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<sup>7</sup>Carter G. Woodson, Op. Cit., pp. 434 - 435.

<sup>8</sup>Carter G. Woodson, Ibid., pp. 434-435. Also see Merl R. Eppse, The Negro, Too, in American History, National Publication Company, Nashville, Tennessee. 1943. pp. 285 - 286.



home grounds of Texas.<sup>9</sup>

It may suffice to say that during those years of political upheaval in Texas many of the Negro intellectuals became possessed by fear. They departed from the State and from the South in large numbers. Others, including the masses of Negro laymen, became resigned to their fate and endeavored to make the most of undesirable situations. But a fragment of those who had experienced mental enlightenment and who had their hearts fired with the desire to enjoy the rights so eloquently set forth by their uncompromising leaders contrived to escape from their political and civic humiliation.

The North during this stage of the period of political transition was too busy licking its wounds brought on by the effects of the War between the States

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<sup>9</sup>Governor L. S. Ross (1887-1891), "Education of the Colored Race: An Exhibition of What Texas under Democratic Rules Has Done in the Past and Is Now Doing for the Education and Betterment of the Colored Race" (For the Information of the People of the United States) (A published address), State Capitol, Austin, Texas (Undated), p. 2. Hereinafter cited as Governor Ross, Address. Also see Andrew N. Clover, "Some Plans for Colonizing Liberated Negro Slaves in Hispanic America", Political and Social Science Quarterly (Vol. VI) (Undated), pp. 151-166; Carter G. Woodson, Op. Cit., pp. 434-435; Edward L. Blackshear, "The Race Problem Discussed" (A revision of an address to the Colored Teachers' Institute, Cameron, Milam County, Texas, November 18, 1898 (Distributed but not published and is to be found in a bound Volume in the State Archives, State Library, Austin 6, Texas).



and in developing its industries which had been depleted by the exactions of the war. It also was busy reconverting its plants to peace-time conditions and in expanding business and developing industry. Despite the war, the North and the South had developed ties which would not permit the North to delve too deeply into the problems of the Negroes of the South and the Southwest. Businessmen of industry had developed close ties with producers of raw materials of the South. The prevailing opinion was that the South should be permitted to deal with the Negroes as it saw fit. The United States was becoming a mature economy. The agrarians were concerning themselves with the harnessing and developing the vast stretches of land facing the western shores. Internal improvement of farm and ranch land was popular among the lower middle classes. Businessmen were interested primarily in the improvement and expansion of industry. Some of the business men, with the blessings of the National Government, engaged in foreign investments and empires. Organized religion, though it sanctioned many of the political and social reforms for which altruistic reformers fought, provided an important element in the reform philosophy.<sup>10</sup> Religion turned

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<sup>10</sup>Merle Curti, The Growth of American Thought, Harper and Brothers, Publishers, New York and London, 1943, Passim. Also see Harvey Wish, Contemporary America: The National Scene Since 1900, Harper and Brothers, Publishers, New York and London, 1945, pp. 38-68; and William E. Loucks and J. Weldon Hoot, Comparative Economic Systems, Harper and Brothers, Publishers, New York, 1943, Passim. Note: America saw the rise of its first billion dollar industry during the turn of the Nineteenth Century.



its attention and directed its energies in the channels of the businessmen. It, too, found its mission to be to Christianize the peoples of the Pacific and the orient. Democracy had set new goals for itself which were to be actuated in the destinations of the Near and Far East. The Negro of Texas, as well as in the South, stood alone, deserted by his altruistic Northern friends. For the most part, he found himself thrust upon the "tender mercies" of the Christian Democrats.

Accompanying the Second Morrill Act of 1890, a movement was established in Texas and the South. It was designed to push the Negro from politics. Cruelty had returned to the South. Devious methods were re-vamped and devised which aimed at keeping the Negro from the polls. He was disfranchised.

The solid Democratic South was a thorn in the side of the Republican Party, and in its campaign of 1888 that party pledged itself to the enforcement of the Fourteenth and Fifteenth Amendments. In 1890, a Force Bill, which placed the control of Southern elections in federal hands, passed the House and was championed in the Senate by Henry Cabot Lodge, of Massachusetts.<sup>11</sup> The South and the West combined and defeated the bill in the Senate. In the meantime, the Populist Party split in the South and it looked as though the Negro would get the balance of

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<sup>11</sup>Herl R. Eppse, Op. Cit., pp. 285-286.



power.<sup>12</sup>

In 1890, Mississippi set the pace for her sister states by writing into her constitution clauses under which, in order to vote, one not only must have lived two years in the state and one year in the election district, but have been able either to read any section of the state constitution or to understand it when read to him and to give a reasonable interpretation of it. He also must have paid all taxes assessed against him, including the two dollars capitation tax. It further disqualified from voting all those who had been convicted of "bribery, burglary, theft, arson, obtaining goods under false pretenses, perjury, embezzlement, or bigamy." This included a large part of the Negroes.<sup>13</sup> In 1895, South Carolina contributed her "Grandfather Clauses" which provided no person could vote who had not voted prior to January 1, 1867. Needless to say, there were very few Negroes in the South who could qualify for the franchise under these conditions. The freedmen had been allowed to vote commencing with 1868. Texas finally came to rest with three methods of keeping

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<sup>12</sup>D. G. Perry, "Black Populism," *Passim*. Also see Carrie White, "The Development of Higher Education for the Negro in The South from 1890 to 1914 with Special Reference to the Land Grant College," (An Unpublished master's thesis). Prairie View University, Prairie View, Texas, 1947. p. 3; Frederic A. Ogg and Orman Ray, *Op. Cit.*, pp. 425-445.

<sup>13</sup>Merl R. Eppse, *Op. Cit.*, p. 286.



Negroes from the polls, the "white primary", the caption tax, and finally, though not legally, terrorism. The proponents of terrorism were epitomized in two organizations: The Knights of the White Camelia and the ill-famed Ku Klux Klan, each of these two evils being the product of the War between the States. These nocturnal riders were spirited across the countryside upon the backs of their horses meting out unequal justice to the Negro - "a savage" race.

Despite the political intrigue and the social denial, Negro institutions continued to flourish and thrive. Some of the Negro forefathers and intellectuals would not bend nor waver in the white heat of oppression.. They stood their ground - militant and determined.

Amidst the flotsams and jetsams of the new transition, in the throes of economic disparity, and under a dual system of Democratic justice, a child was born. The father of the child was want and denial. The mother was the desire to achieve the status of a richer and more abundant life. The nature of conditions surrounding the birth of the child necessitated that it be born a giant; for it was not destined to be nurtured on the milk of human kindness. Its tasks were great and its paths of travel were tedious and unchartered. The Colored Teachers State Association of Texas was the child's name and duplicity was its character. With all fates swinging on the pendulum of the Goddess of Time, this child did emerge and grow. Win, lose, or draw, it was destined to become



an integral part of the lives of the Negro teachers of Texas.

The Colored Teachers State Association of Texas was destined to visit the remote communities of the great state which gave it birth and it was later to make those communities its habitats. It breathed the freshness of the primeval forests of East Texas, the stench and sweat of the meat packing center, Fort Worth, and it encountered the cotton belt of the Brazos; the pecan groves, the fruit orchards of the Rio Grande; the dust of the Pan Handle; the waters of the unharnessed streams; the undeveloped mines; the budding stage of the natural resources; the winds of the western plains; the salt and marine life of the Gulf of Mexico, and with the dream of a prospective future, girdled itself for the speculations which lay ahead.

Thus in the year of 1884, the child came forth, but it was not to be established until 1885. It thrived with vigor on a life characteristic only to a people identified as Texans. The present site of the Prairie View Agricultural and Mechanical College of Texas marks the place where the Colored Teachers State Association of Texas was conceived and the old Prairie View Normal College served as its cradle.<sup>14</sup> In its early years the young giant had gallant representatives who guided its energies in the paths

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<sup>14</sup>(See Next Page for Footnote).



of politics. It, too was a product of the transition period of Texas and the South. Its places of visitation were the meeting places of newspapermen, educators, teachers, and politicians.<sup>15</sup>

The Colored Teachers State Association of Texas was activated at Prairie View, Texas, and Prairie View State Normal fostered its activation.<sup>16</sup> As originally planned, the organization was proposed as a permanent organization. L. C. Anderson, who was then the Principal of Prairie View Normal and who presided at the initial meeting held a few months earlier, in 1884, was elected the first president of the organization. He was the only president who had the honor of serving in the capacity of president for

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<sup>15</sup>(From preceeding page) Ellie A. Walls, "Sixty Years of Progress of the Colored Teachers Ass'n of Texas", Negro Life (January, 1945), pp. 4-5. Also see "State Teachers", Applause: The Magazine of Inspiration (March, 1947), pp. 10-26; and The Journal of Education in Texas. The Galveston Publishing Company, Galveston, Texas, 1903, p. 362. (The latter is a bound volume retained in the Rosenberg Library, Galveston, Texas. As far as it is known, the journal is the only one available at this time. The Galveston Publishing Company remained in business for a period of two years. The journal records in 1903 the meeting of the Colored Teachers State Association as being the 19th Annual meeting.

<sup>16</sup>Confidential Conference, 12 January 1948.

<sup>16</sup>Ellie A. Walls Montgomery, "Fifty Years of Progress", The Texas Standard (Unnumbered edition), April-September, 1935, p. 3. Such men as I. M. Burgan, Waco, F. W. Gross, Houston, N. W. Harlee, Dallas, J. R. E. Lee, Marshall, J. W. Tilden, Waxahachie, M. H. Broyles, Prairie View, G. W. Jackson, Corsicana, A. J. Moore, Waco, I. M. Terrell, Fort Worth, David Abner, Marshall, J. R. Gibson, Galveston, T. H. Mabson Galveston, and L. C. Anderson, Prairie View, were the spirits of the organization.



a period of five years. These years were consecutive (1884-1889). Between the periods which existed from 1884 through January, 1945 the association had had fifty-five presidents. "Among the avowed purposes of the association was (sic) the fostering of the spirit of professionalism, the raising of the standards of Negro schools in the State of Texas and creating (sic) of better race relations".<sup>17</sup>

To develop professionalism, the association has invited to its annual meetings men of culture and attainment of both races to lecture and to hold conferences on general and specific problems of education. It has been helpful in influencing legislation affecting Negro schools, such as lengthening of school years and raising the standards for certification. It has attempted to better race relationship between the Colored and white populations by conducting joint meetings whenever possible. It, also, has attempted to raise the standards of the Negro schools through petitioning, lobbying, and instructing. These are the expressed aims of the Colored Teachers State Association of Texas in action, but, historically, the organization has veered from the course of these aims. In its early years it performed both political and civic functions.

The early history of the Colored Teachers State

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<sup>17</sup>Ellie A. Walls, "Sixty Years of Progress of the Colored Teachers Ass'n of Texas, Negro Life (Unnumbered), January, 1945, p. 4. (Hereinafter cited as Ellie A. Walls, Negro Life.)



Association could very easily be identified as the early history of Prairie View Agricultural and Mechanical College. The casual eye may overlook the connection. It leaned closer toward politics than toward professionalism, race amicability, and the raising the standards of Negro schools. However, all three of these aims could have been the results of political actions taken by the association, had their political actions been successful. If they were not causal, then they were associative results. If neither of the two, then basic and structural. The spirit of equalitarianism was the driving power behind the actions taken by the association.

The cavalier attitude of the Texas State Government toward the educational problems of the Negroes brought about much unrest among the thinking Negroes of the time. Various organizations revolted against the system. The Colored Teachers Association of Texas was not excepted. L. C. Anderson, five years the custodian of the Colored Teachers Association of Texas and Principal of Prairie View State Normal, was an advocate that all Negro organizations should unite for the purpose of promoting the general welfare of the Negroes of Texas.<sup>18</sup> In 1888, he discussed the idea with the teachers' association. Though little happened during the meeting, ten years later was to find the teachers' association in the political arena of Texas. Even Negro churches endorsed the political activities which

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<sup>18</sup>Confidential Conference, 8 January, 1948.



worked toward securing for Negro youth institutions of higher learning.<sup>19</sup> A committee composed of Paul ("Uncle Paul") Bledsoe, H. C. Ferguson, W. H. Logan, P. H. Collier, Dr. W. H. Scott, D. A. Abner, and D. W. Wilson, all members of the State Convention of Colored Men, and, incidentally, most of them members of the Colored Teachers State Association of Texas, protested against the inequalities of educational opportunities for Negroes in the State of Texas.<sup>20</sup> This same convention which convened in Houston, Texas, September 1, 1891, had adopted a resolution commending the State for what it had done for Prairie View Normal as a training center for Negro teachers.

The desire for higher education came much earlier than the establishment of the teachers' association. The year 1873 marked the beginning of the movement. Churchmen felt that higher education for Negroes should be under the sponsorship of the Church. Various denominational sects established schools of higher learning. Wiley College was established at Marshall, Texas, in 1873. It had been chartered during the previous year. Bishop College at Marshall and Paul Quinn at Waco were established in 1881. Tillotson College at Austin was a late runner in the series, but, nevertheless, it was established

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<sup>19</sup>Houston Daily Post, 2 January, 1899.

<sup>20</sup>See Appendix C.



in 1877.<sup>21</sup> Each of these schools was destined to become a champion of the Colored Teachers State Association of Texas; for few have been the college presidents of Negro colleges of Texas who have not been presidents of the association or who have not been placed in responsible positions in the association.<sup>22</sup> *tw*

After the association had been cradled at Prairie View for a period of five years, its ideals were projected into the various communities of Texas. Retiring President L. C. Anderson deemed it unwise to have an organization of such political character so closely identified with the "normal."<sup>23</sup> Palestine, Texas, was suggested as the permanent seat of the association. It was designated later as such. This did not infer that Prairie View Normal would no longer play a leading role in the "organ." Its moving from the site of Prairie View was an act of expediency. Though it moved never again to convene again on the hallowed soil of the "Normal," Prairie Viewites have always balanced the scales of control. As late as 1937, an estimate was made that over two-thirds of the employed Colored

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<sup>21</sup>For a fuller discussion of the establishment of such schools see Willie A. Tarrow, "A University for Negroes of Texas: A Promise Unfulfilled" (An unpublished master's thesis in the Department of History), Prairie View Agricultural and Mechanical College, Prairie View, Texas, August, 1946, p. 4.

<sup>22</sup>See Appendix C.

<sup>23</sup>Confidential Conference, 17 March, 1948.



teachers of Texas were either former students of Prairie View or had finished the institution. Such numbers represent possibly a powerful political control of the organization from within.

Prior to his termination of presidency in 1888, Principal L. C. Anderson of Prairie View had solicited the support of some of the leading Colored politicians of Texas. Among these politicians, and foremost of them all, was Morris Wright Cuney, a Mulatto, who was born in Waller County, Texas. Mr. Cuney was known throughout the nation in Republican circles, as a good Republican and a foe to the Democrats. It is said by those who knew him that his political career was at its zenith between 1876 and 1880, but he was yet a powerful political figure during the turn of the late Nineteenth Century. He was militant, generous, courageous, and persuasive. The Democrats considered him a formidable foe.<sup>24</sup>

Mr. Cuney, at the age of forty-two, contributed part of his services to the cause of the Colored Teachers State Association of Texas, and to the causes which he thought would "unhorse" the Democrats of the State of Texas from the seat of power. He, along with his followers, resorted to the press as an instrument of agitation. Pamphleteering, caused by his decision, was encountered wherever meetings were held. Several extra-legal committees

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<sup>24</sup>C. G. Woodson, "The Cuney Family," The Negro History Bulletin (Vol. XI: No. 6), March, 1948, pp. 123-125.



and organizations arose and flourished, and lost their identities. Others came forth and remained intact, not by record, but by agreement based on verbal contract. Some of them were identified later as elements of the Colored Teachers State Association of Texas, as its affiliates, or to have instructional or employee personnel of Prairie View Normal as their leaders. Moreover, the primary aims and functions of these obscure agencies were identically the same as those practiced by the association. Their aims not only paralleled, but coincided."<sup>55</sup>

To the dismay of many staunch Democrats, Negro Republicans and Populists co-operated in their agitations. During the month of August, 1891, Paul Vandervoort, Populist campaign speaker, from Nebraska, extolled with great elaboration the evils of the Democrats. He attributed many killings of Negroes to the Democrats."<sup>56</sup>

J. B. Rayner, a Robertson County Populist, who was born in Raleigh, North Carolina (1850) and migrated to Texas, transposed his allegiance from the Republican Party to the Populist Party in 1882. Mr. Rayner utilized the press in his denunciation of the Democrats and their unfairness to the Negroes in the field of education. He also protested against the political, economic, and civil abnegations.

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<sup>55</sup>Confidential Conference, State Capitol, June, 1948.

<sup>56</sup>Dallas Morning News, 18 August, 1891.



Because of the damaging impacts of the agitations, Governor L. S. Ross of Texas (1887-1891) was obliged to write an address to the "People of the United States."<sup>27</sup>

The title of Governor Ross' address was "Education of the Colored Race." It was an exhibit of what Texas, under Democratic rule, has done in the past and is now doing for the education and betterment of the Colored race. And it was written "for the information of the people of the United States."

The publication indicated that the Democrats had been in power for fourteen years; the dual system of education had been in operation only about ten years. During the ten year period, the governor asserted, the Democrats had "paid to the support of public schools for colored children . . . \$4,064,250.15." The number of colored children had increased from 57,701 to 135,184. The pro rata had increased from \$3.00 in 1887 to \$5.20 in 1888 and back to \$4.00 in 1889. The population figures indicated that the colored scholastic population increased one hundred and thirty-four per cent; the white population had increased only one hundred and thirteen per cent.

"The Democrat loves his money . . . How is it he pays so liberally to elevate and care for negroes always found voting against him?" The governor indicated that "the race has been offered a good chance to improve and it

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<sup>27</sup>Governor Ross', Address, Passim.



is known by the white people of Texas that the Negro has advanced marvelously." The pro rata had been reduced owing to the overestimate of available school funds in 1885-1886. There were deficiencies which had to be met out of the fund and revenues of the year 1888-1889 reducing the pro rata "by which reduction the white and colored children suffered equally."

The Governor continued by saying that "Speculative colored and white Republican politicians have hatched schemes to carry off to Kansas, Missouri, California, and South America the colored population of Texas." Thousands of the Negroes actually went to Kansas and California. He continued that "If Cuney, Dick Allen, Radcliff, Platt, and other bloody shirt shriekers in Texas are correct many of their race have been murdered by the white Democrats..." They were for many years led as so many chained slaves by their white political leaders, "now they rule supremely these old chieftains." He asserted that the Negroes had made rapid progress in education and in personal independence.

Governor Ross centered a great deal of his attention upon Prairie View and its political actions. In the passage which follows it is hinted that the institution was under the State's observation. Principal Blackshear was destined to feel the result of this watchfulness when, in 1915, the wrath of the gods was upon him and he was compelled to relieve himself of the responsibilities of directing the



energies of Prairie View Normal. His interest in Prairie View follows in the excerpt which comes below:

The foregoing figures are to be found in the reports of the educational department. In ten years the Democrats have established 2981 colored schools, employing as many colored teachers. These teachers are officers of the State and 99 out of every 100 of them are republicans (sic). Their politics are not inquired into. Then for ten years the state has been educating colored teachers at the State Normal near Hempstead. Not less than 400 teachers have been rendered proficient as pedagogues by that institution. A colored republican has charge of it, appointed by Democrats, although there were white Democrats' applications for the place, and among them a surgeon in the State Lunatic Asylum. The Democrats also have supported colored summer normal schools when such schools for the whites were supported.

The State receives colored lunatics into its insane asylums without inquiry as to color, race, or previous conditions. They cost the State \$40,000 per annum.

Coloreds contributed one thirty-third of the entire amount of Taxes levied and paid for this purpose. Two hundred students are given scholarships to attend higher schools of learning in addition to teacher pay. Teachers averaged \$45.00 per month and the average school term runs five and eight-tenths months.

The policy of the Democrats in paying 2981 colored teachers \$590,000 per annum, in caring for colored lunatics at a cost of \$40,000 per annum, in supporting the colored normal at about \$20,000 per annum, in supporting their Deaf, Dumb, and Blind Asylum, say about \$665,000 yearly--is not easily understood away up north.

The Governor closed his address to the nation with the remarks that "Education will strengthen them for any



contest. If kept in blind ignorance they might be governed to extinction by the white race, stronger in number, wealth, and intelligence."

The Negroes in Texas were aware of the possibility of being ruled "to extinction." They realized the power of organization. An excerpt from the meeting of the Colored Conclave indicates this:

We colored people of Texas need pre-eminently some sort of a league, union or alliance that will unite us more closely together as a class of citizens and enable us to battle more successfully against our enemies, and to overcome the many hindrances which keep back our progress. Some of our foes are without our race: some within ourselves. We need a two edged sword to fight our enemies without and the traitors and parasites within our ranks.

Every trade, every profession, every class, every commercial and industrial interest is organized, and is ready to act as a unit for their own protection. Irish, Mexicans, Germans, Italians, Hebrews, and even Indians will unite and stand together for their common interests, but we only, the weakest in a sense of them all, are as sheep having no shepherd.

We are as a whole without organization; without leadership.

We are a house divided against itself...

...we are taking no interest in the great struggle now going on, although the issues will affect us most intimately.

As long as so many colored men in our cities and towns allow themselves to be bribed by money and whisky, so long will the other race despise us and declare that we are unworthy the right to vote. Every colored man should feel that to sell his vote is to sell out not only his own integrity, but the manhood of the race.



Prairie View Normal continued to wield her influence through various organizations throughout the era of protest and reforms. The politicians, obscure committees and organizations continued to rise, flourish, and fade into oblivion. And on September 1, 1891, a "Colored Conclave" met in Market Hall in Houston, Texas, during the noon hour. Then "objects" of the gathering as set forth by the representatives of the race was to do something to benefit the Colored race. It was a contested delegation--"a Cuney and anti-Cuney fight." From an article signed by A. L. Maynard and E. L. Blackshear, published in the Galveston Argus, "Organ of the Colored people," education was the central theme of the conclave.<sup>22</sup> In the meeting new trends in education were discussed. The necessity of thorough and practical education was recognized more fully. The Colored Teachers State Association of Texas which had met in San Antonio, Texas, during the month of June, had stated "We want more schools, better schoolhouses, more competent teachers, and longer school terms."<sup>23</sup> The conclave acknowledged that the colleges were being patronized well; but it had the fear the interest in primary education was diminishing. David Abner of Wiley College was the presiding officer of the association from 1891 through 1892.

In December, 1898, the State University Committee met in Austin. Mr. M. B. Broyles, at the time ex-President

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<sup>22</sup>Houston Daily Post, September 1, 1891.

<sup>23</sup>Ibid.



of the Colored Teachers State Association of Texas, and who worked at Prairie View, headed the committee. The committee met for the purpose of considering how to promote measures to secure the establishment of the Negro university which had been promised in the Constitution of Texas. Mr. Broyles requested the presence of the advisory council of the association, colored editors, and all interested persons.<sup>80</sup> During the run of Mr. Broyles' address he asserted:

If you will allow a reference which, in some measure is unavoidably personal, I desire to call attention to an action of the State Colored Teachers' Association which was regarded by many not particularly concerned as commendable and which many have thought was not without effect. When I had the very pleasant honor of being president of that body, I took the liberty during the course of my remarks, June 25, 1896, under the caption of "President's Annual Address" of using the following language:

Touching the matter of the Colored branch of the State University, already provided for in the Constitution of our State, I desire to convey to you with my heartiest approval the suggestions of a gentleman high in the educational work of the State to the effect that you appoint a committee or instruct your present committee on State University to memorialize the legislature praying that 1,000,000 acres of unappropriated public domain of Texas be set apart as a permanent fund for such institution. I lay this suggestion before you because I believe this the most probable means of inducing immediate legislation on the subject.

I desire to suggest further that in the event of such appropriation for the purpose or as a means to an immediate appropriation as an end, your committee be instructed to memorialize, in the

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<sup>80</sup>Houston Daily Post, November 30, 1898.



meantime, the honorable board of regents of the State University and the honorable board of the Agricultural and Mechanical College requesting them to enlarge the facilities on the present grounds of the Prairie View Normal School so as to accommodate all probable students for the present at least, and establish a four year course leading to the usual collegiate degrees and employ a sufficient number of professors to do the additional work herein implied, assuring them that it would be at least a satisfactory beginning.

In 1899, the Colored Teachers State Association of Texas, appointed M. H. Broyles, N. W. Harlee, Dallas; F. W. Cross, Victoria; S. J. Jenkins, and L. C. Anderson, Austin; and D. Abner, Jr., Seguin as a committee. The committee was to appeal to the 26th Legislature of Texas to establish an institution of higher learning for Negro youths.<sup>81</sup>

The theme of the meeting of the Colored Teachers State Association of Texas which was held in San Antonio, Texas, June 6, 1903, was "Resolved: That a University for the Training of Colored Youths of Texas Be Established." No particular action was taken by this meeting to further the cause of securing a university.

In the years which followed, though the hearts of the intellectuals of the association were still filled with the burning desire for an institution of higher learning, little or no strong political action was taken toward actuating the university. The community and immediate community life arrested the attention of the constituents

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<sup>81</sup>Houston Daily Post, January 2, 1899.



of the association.

A new didacticism was developed and accepted by the militant leaders in the struggle for human rights. Acquisition and self-advancement, rather than self-betterment, became the teaching of the times. Prairie View, though yet buried in the death throes of political battle through its satellite agencies, paved the way for the effecting of the ideals of the new didacticisms. Jamus, though his two faces had been known for a period, did not have his hand called until the year 1915.

The new learning which came along with the idea of the "New Negro" showed evidences of itself along with the rise of the spirit of equalitarianism. Its popularization was most prominent during the period when the Negro politician had met with unexpected failure. He had been gradually shoved out of politics in the late nineties. His politics of issues had wrought him small success. Therefore, the Negro intellectuals turned their attention to working with the hands as means to acquisition.

Professor E. L. Blackshear, then Principal of the normal which was located near Hempstead, stressed the importance of work when he addressed the Colored Teachers' Institute at Cameron, Milam County, Texas, on November 18, 1898. Mr. Blackshear's address was made under the caption of "The Race Problem Discussed."<sup>32</sup>

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<sup>32</sup>E. L. Blackshear, "Future of the Negro" (An unpublished printed address, bound by the State Library, Archives Section), State Library, Austin, Texas, dated 18 November 1898. This booklet was "Dedicated to the Honorable Jeff Johnson--Complements Very Respectfully (sic) of E. L. Blackshear."



Professor Blackshear's overall topic was entitled "Future of the Negro". The tone of Professor Blackshear's speech was a far cry from what the tone of other militant leaders had been. He opened his address with "My friends, I am glad to meet you and to have the privilege of presenting to you some ideas suggested by the question 'What shall the Negro do?'" This question rested heavily with Mr. Blackshear. It was number one problem of the Negroes of Texas and the Southwest. It had to do with the status of Negroes in the stratification of the national life of the United States. This problem rests with the Negro even in our own times. We hold a peculiar relationship to the American Nation and to American History. The Negroes were brought to this country and made slaves. Their wishes were not consulted particularly. Their continued presence in the country as slaves created a misunderstanding between the North and South, and finally so intensified sectional differences as to bring on war. In his address, Professor Anderson continued by saying that "Emancipation gave us a new lesson to learn - that of self-direction - and every day since we have been free we have been struggling with this lesson." He stated further "We have been trying to learn how to think for ourselves, how to manage our affairs, how to maintain our equilibrium in the midst of new and untried forces." Slavery had not taught this lesson, for then the slave owners thought, planned, and directed the Negro. Mr. Blackshear in a rhetorical sentence interrogates "Now what shall the Negro do? He must win the confidence



and respect of his fellow citizens."

Then Mr. Blackshear focused his attention upon one of the most confusing topics which affects American society even today. The topic of citizens and the types of American citizens was explained. Mr. Blackshear explained that "As black men we are not so much concerned in this stage of our progress in wealth, intelligence, and general influence about who shall rule as we are about HOW WE ARE RULED... Let us, the black men, be patient. Perhaps it is not wise for us, the weaker race, to seem to dictate to the stronger which has a larger view and wider responsibility... We must bear in mind that to the stronger race is committed the responsibility of maintaining and advancing civilization and that there are interests at stake for all humanity too great to be jeopardized by risking them in untried, unready hands."

Mr. Blackshear continued:

In our present condition, our problems are not those of government, but those that relate to our own personal and social improvement.

Let us first learn to properly support our families, educate our children manage our own affairs, and develop among ourselves a healthy moral sentiment that will purify and dignify our personal and social life.

The business of the Negro is to stop making everybody else rich by spending all he makes; to quit begging some white man to run or back him and to learn to run himself; to quit having a "good time" and get down to sober, earnest, steady labor; to train up his children to habits of industry and decent living; to quit buying bacon and raise it; to raise what he eats, eat less and sell more; to quit buying everything anybody brings along on the installment plan and



of the branch university was but a pale wish during the period. The power of the Negro as a politician in the State of Texas had waned almost to nothingness. William (Gooseneck Bill) MacDonald, who challenged the "Clark, Cuney, Coon's" concept of the Republican and Peoples Parties in 1896, had succeeded in 1898 to turn the tide of what little political power the Negroes had left in the channels of the Texas Democrats.<sup>83</sup> Mr. Blackshear seemed aware of these truths when he closed his address with

Prairie View was established to prepare colored teachers for the colored schools of Texas.

The constitution of Texas, in whose framing it may be said the Negroes had no hand, provides, however, for the establishment of a branch university for the colored youths, whenever their educational progress requires it.

Avoiding useless and harmful political antagonisms, extravagant living and denominational strifes, let us encourage right doing, better modes of living, economy and education among ourselves, and peace and good will toward our neighbors of other races. As Booker Washington tersely puts it: "Let down your bucket where you are. Make friends of the people around you."

After the 1903 meeting of the association, it assumed the role of the dispossessed. Politically the organization's prospects were not too bright. Champions of Champions Cuney had died four years earlier.<sup>84</sup> Politics of equalitarianism and of issues had become stymied. There existed efforts for revival of demands for political equality, but these

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<sup>83</sup>D. G. Perry, Black Populism, p. 29.

<sup>84</sup>C. G. Woodson, Loc. Cit., pp. 123-125



paying three and four prices for it. To quit renting, live self-denying until a home is bought and then continue to live self-denyingly so as to keep from losing it, to quit playing the monkey by pulling out political chestnuts for somebody else: to bring the jug home with molasses in it.

He then harks back to the didacticisms of Booker T. Washington when he said: "Mr. Washington says we must be more concerned about our duties than about our rights and that to prove ourselves deserving to our rights is the surest means of getting them."

The public school teachers and the Christian preachers were determined to be the sages who would "train the Negro how to think rightly for himself, how to live, how to earn a livelihood, how to be a useful, helpful, harmonious factor in American life". The masses of Negroes were laborers and wage earners. It was felt that the masses would determine what the status of the Negro would be. The educated Negro, the teachers and the preachers, were admonished to "Labor to elevate the masses of the race". This was to be done by the public schools and the churches. The immediate needs of the Negro was expressed in "We need and must have teachers and ministers who will not be mere wage-earners or salary-grabbers, but who will by word and life lead the race in the track of true progress".

Prairie View and its purposes were brought into the address. The constitutionally proposed university for Negroes was mentioned also. The immediate establishment



efforts were slight, with little effect. The State reacted to the requests and demands in a manner which was "expedient."<sup>85</sup> The next ten years were to see the Colored Teachers State Association of Texas teaching the didacticisms of "the New Negro." It was not until 1913 that the association reasserted itself. It had been re-organized and re-invigorated. Presses indicated that the meeting held at Brenham, Texas, during the month of November, 1913, was the "most interesting and successful meeting held in years."<sup>86</sup>

Approximately eight hundred members of the association attended the meeting. The question of a State University was discussed by G. W. Jackson of Corsicana, E. L. Blackshear, and L. C. Anderson of Austin. The original plans were that the meeting would be held in the churches of Brenham, but the capacity of the churches proved too small and Lusk's Hall (white) was secured for the session. Principal E. L. Blackshear addressed the audience at the night session on the subject, "Fifty Years of Freedom." Among other things, the speaker said that after fifty years of freedom "we are now coming into the light of a realization of what freedom means. We are to go to work and show just what we are doing for the advancement of civilization."<sup>87</sup>

President W. L. D. Johnson of the Houston Schools

<sup>85</sup>Confidential Conference, 18 January, 1948.

<sup>86</sup>Houston Daily Post: Saturday Morning, November 29, 1913.

<sup>87</sup>Houston Daily Post: Friday Morning, November 28, 1913.



delivered the most interesting address ever delivered before the association, beginning by saying: "Doubt is dead, bigotry has fled, intolerance is writhing under the heels of education and liberty. There is no such thing as cast or breed now, nobility exists only in service, power is the right of the competent. If we neglect our responsibility we will pay the penalty of inefficiency."

Professor E. L. Blackshear made a "pleasing" talk on the "Importance of Cultivating the Good Feeling of the Public Press of Texas." He said that Charles F. Smith by reason of his standing with the State press was in position to give the world more of the good things which Negroes do than any other man in Texas among Negroes. "We ought to read the papers, subscribe for them and let the press know that we as Negroes appreciate the good things they say about us."

The musical at Lusk's Hall was a great treat to the people of Brenham. Wiley University with its double quartet, Prairie View with the group of 100 voices, Paul Quinn with its choral club, Sam Houston College with its Treble Clef gave a musicale that excelled anything that had ever been in Texas.<sup>58</sup>

The meeting closed on Sunday, November 30, 1913. The white citizens welcomed the meetings of the Negro

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<sup>58</sup>Houston Daily Post: Saturday Morning, November 29, 1913.



intellectuals in Brenham. Prairie View through the Colored Teachers State Association of Texas and through the good will of the whites of Brenham had caused to be erected eighteen new school buildings for Colored children during 1913. Professor C. Klaener, Superintendent of Washington County schools, welcomed the association in behalf of the white citizens of Brenham and Washington County. Among other things, Professor Klaener said:

I come here today to welcome you who are the representatives of your race. You represent the culture and brain of your race, and I want to assure you that the people of this city and county welcome you as such. As an evidence of what we think of our Negro citizens, I will tell you that during the year we have built 18 new school houses in the county for the use of colored children. I trust you will have a splendid session.

W. L. Davis, then of Hempstead, Texas, was elected President of the association for the year 1913-1914.

The year 1914 witnessed the coming of World War One. Professional, political, and civic organizations lost their "lime-light importance" and America turned her attention to the exigencies of the war and profits to be gained therefrom. The year 1916 saw travel curtailed. The meetings of the association were not so well attended as they had been during the period of peace. People have little time for study and self-betterment during crisis periods. The theme of the Colored Teachers State Association remained the same throughout the period of the crisis years. Incidentally, the theme of the Texas State Teachers' Association of Texas, which held its thirty-fifth annual session



in the City of Dallas, Texas, was "A Service Education" with special reference to "the rural life problems of Texas."

Principal E. L. Blackshear was released from active service at Prairie View during 1915. In the early "parity years" the Colored Teachers Association re-asserted itself. It attempted to increase its membership with a fair degree of success. It incorporated itself into the State of Texas in the form of a corporation. A body which is not a corporate body cannot be tried at law. The incorporators were L. B. Kinchion, of Bell County, Texas; F. A. Robinson, of Anderson County, Texas; and A. B. Thomas, of McLennan County, Texas. The purposes for which the corporation was formed were "to support education and to promote the progress of education in the State of Texas, as provided by Section 3, Article 1121, of the Revised Statutes of the State of Texas." The place where the business of the corporation was to be located and transacted was at Palestine, Anderson County, Texas," and for such other places as may from time to time be designated by the governing body of this corporation." (sic). The term for which it was to exist was "fifty years from the date of its filing of these articles of incorporation in the Office of the Secretary of State of the State of Texas."

At the meeting which was held at San Antonio, Texas, on November 27, 28, and 29, 1924, three important recommendations were made by President J. H. Rowe. The first recommendation was that the constitution of the organization



be amended to read Secretary-Treasurer instead of Secretary and Treasurer. The second recommendation of the President provided "that an educational journal be established." Third, a suitable person was to be elected as secretary who could "supervise the editing" of the journal and that this secretary be placed on a full pay "as soon as the Association is able."<sup>55</sup>

The year 1926 marked an important era in the progress of the Colored Teachers State Association. It was put on a business basis. Mrs. Ellie A. Walls Montgomery states in her preface to her "History of State Teachers Association" that prior to the meeting of 1926 which was held in Waco, Texas, no up-to-date records were kept of the organization. She was elected Secretary-Treasurer at this meeting. President William Coleman (1925-1926) presided at the meeting which was held on November 25, 26, and 27. "Mr. Coleman, noted for his scholarship, presided with dignity and firmness." Four major projects had been accomplished during the previous year under the Presidency of Mr. Henry Bertram Pemberton, Sr. They were: (1) the adoption of a workable constitution, (2) the organization of the Department of College Education and College Presidents, Department of High School Principals, Department of Supervision, Department of Agricultural Extension and Manual

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<sup>55</sup>The Texas Standard (Jubilee Number), April--September, 1935, p. 24.



Training, Department of Parent-Teacher Association, Department of Jeunes Supervisors, Department of Public School Music, Department of "Hi Y" and "Y. W." Work, Department of Rural Education, (3) a plan whereby the association shared in the receipts of the Thanksgiving Football Game and the Annual Musical, and (4) the adoption of the State Theme, "The Best in Education for Every Negro Child." This was one of the most momentous years in the life of the organization. The year 1925-1926 is said to be one of the most memorable years in the life of the organization. This year saw the accomplishment of the following: (1) the appointment of a committee to devise ways and means for employment of a full-time secretary, (2) the appointment of a committee to ask for a normal school and a Negro State Supervisor, (3) the Texas Standard was to be published monthly (This never was effected), (4) the departments of English, Mathematics, Science, Visual Education, and History were added to the ones listed in the constitution, (5) annual tenure for committees on research, inter-racial problems, professional ethics, tenures and salaries, retirement, pensions, statewide educational committee, visual education, circulating libraries, legislative committees, athletics, and other associations, (6) annual dues were to be sent to the N. A. T. C. by Association's Committee, and the Texas Colored Teachers were to become members of the N. E. A.

At this meeting the Constitution which had been presented the year before and which had been the center of much heated debate was read by James D. Ryan, who moved its



adoption. A. E. Holland seconded the motion which carried. These years marked the era of internal organization of the Colored Teachers State Association of Texas. Structurally, the unit was no longer a disorganized and random body.



## CHAPTER III

## POLITICS OF COMPROMISE: THE TWENTY YEARS

The Colored Teachers State Association of Texas, like the great economy which gave it birth, has gone through its normal states of youth and adolescence, and it is now in its mature state. This does not necessarily infer that the organization has outworn its usefulness, but it hints that it should collect its wares about it and appraise them in the light of their true value. Early history of the organization shows that the organization started as a social movement, a political movement, and for the most part, an economic movement. The contemporary history of the organization indicates that the organization performs an entirely different role. For the past twenty years the organization has been concerned greatly with internal improvements. Those desires which were exemplified by the early politics of the Colored Teachers State Association of Texas have lost their identity. Its original purposes which were based upon politics of equalitarianism and politics of compromise have been to a great degree shifted to petty politics of compromise.

The teacher along with the preacher has lost gradually his position in Texas society. There was a time when the community looked to the intellectuals for guidance. The teacher and the preacher stood paramount as the sages of the times. Just when the decline in importance commenced is a question of controversy, for one encounters



great difficulty in his attempt to trace an ideal. Some attribute the decline a causal effect of mature capitalism. But if capitalism employs investment as a criterion of its successes and its failures then there is little evidence of maturism. Others attribute the decline in the power of the intellectual to the rise of associative agencies which contest the early functions of intellectuals and their organizations. Each of the professions has given rise to organizations within their own ranks which have absorbed some of the constituents which earlier were parts of the teacher associations and organizations. The rise of social and civic clubs has attracted the attention of many persons who ordinarily followed the teachings of the pedagogues. Specialization and change of interests have contributed to the decline of teacher leadership. The rise of the Negro Chamber of Commerce may be considered as one of the contestants for power which was originally enjoyed by the pedagogues. Basically these leagues were civic. The first to be organized in Texas was the Dallas Negro Chamber of Commerce in 1926. The Harrison County Negro Chamber of Commerce was established in 1935. These agencies, while their titles suggest businessmen's organizations, absorb the minutest elements in Negro society. The aims and objectives of the Harrison County Chamber reveal this. Its purpose was that of "stimulating closer co-operation among the people it represents and for providing a medium through which the aspiration and needs of the Negro population of the city and county could be interpreted and correlated



with the larger plans and program of the community for civic betterment in its various aspects"--educational, religious, economic, and social. It solicits the membership of every Negro who believes in co-operative efforts for the public good. Then, too, there came a medley of other organizations which contested for power and influence and which in some instances absorbed the teachers. Among these were the Y. M. C. A., the Y. W. C. A., the N. A. A. C. P., the N. E. A., and labor unionism.

The year 1926 marked a definite change in the policy of Prairie View College. W. R. Banks became the seventh principal of the college during that year. It is often said that appointment of Principal W. R. Banks to the principal's seat at Prairie View, the cradle of the Colored Teachers State Association of Texas, marked the political disintegration of the "normal."<sup>1</sup> Principal Banks caused to be effected an exhaustive study of the aims and objectives of the institution in 1933-1934. Out of this study emerged the philosophy that "Prairie View College must serve the State of Texas at the points of her greatest needs."<sup>2</sup> The establishment of the Prairie View Educational Conference in 1931 marked an important event in the history of the college. It was one of the attempts to serve Texas at the points of her greatest needs. The Conference brought to Prairie View educators, ministers, business men and women, housewives, social workers, farmers, men and women of Texas

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<sup>1</sup>Confidential Conference, 18 May, 1948.

<sup>2</sup>Prairie View University Bulletin, Prairie View University Press, Prairie View University Branch, Hempstead, Texas. 1946-47. p. 17.



from all walks of life. "These citizens have met together and discussed every phase of Texas life, from the facilities for educating Negro citizens to the training of domestic servants."

At its annual meeting in 1927, the Colored Teachers State Association of Texas unanimously elected Principal Banks President of the Association for the ensuing year. Under Mr. Banks' leadership the association had a prosperous year. The Texas Standard grew and contained valuable reading matter on methods of professional news. Perhaps the outstanding achievement of the year was membership campaign. A high water mark not reached before nor excelled since it was registered when above \$3,000.00 was collected for memberships. The State Superintendent, the State Examiner, local superintendents, many other public officials, and principals joined in making the year a success as to enrollment. The annual meeting at Marshall, where the Colored Teachers State Association of Texas was the guest of Wiley and Bishop Colleges, was a banner meeting.

Many outstanding personalities were at the meeting. Among them were Dr. N. C. Newbold, State Department of Education, Raleigh, North Carolina; Dr. John Guy Fowlkes, University of Wisconsin, Madison, Wisconsin; Dr. Leo M. Favrot, Field Representative, Rockefeller Foundation, Baton Rouge, Louisiana; Dr. J. H. Dillard, President of the Slater Fund, Charlottesville, Virginia; President John W. Davis, West Virginia Institute, West Virginia; Professor G. T. Bludworth, Department of Education, Austin, Texas;



and Professor D. B. Taylor, State Department of Education, Austin, Texas.

Dr. Banks was followed by J. J. Rhoads (1928-1929). Professor Rhoads centered his attention upon improvement of the Texas Standard and upon maintaining the membership of the organization. It has been moments like the ones which witnessed the loss of men of stature like Principal Banks which have caused the membership to regret the fact that the presidents are chosen only for a one year period. The constant turnover of office holders has been one of the greatest weaknesses of the organization. A period of one year is not great enough for a singular president to feel the pulse of the organization and to establish a set policy which would be workable and effective. Recent studies indicate that the office of the president is rapidly becoming an honorary one and the executive work formerly placed in his hands is carried on by the executive secretary. In some instances the executive committee is called the board of directors.<sup>6</sup> The name here refers to that agency which has the real control of the executive work. For the most part, the executive committee is made up of ex-presidents of the Colored Teachers State Association of Texas.

Mr. Oscar Anderson Fuller was President of the Colored Teachers Association during the year of 1929-1930.

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<sup>6</sup>John Granrud, The Organization and Objectives of State Teachers' Associations, Teachers College, Columbia University Contributions to Education, No. 234, Bureau of Publications, Teachers College, Columbia University, New York City, 1926.



The 1930 meeting of the association was held in San Antonio.<sup>4</sup> The general sessions were held in the Library Auditorium, and the sectional meetings were held at the Colored high school. The President's annual address was "Our Educational and Social Needs." His address was printed in its entirety in the journal of the organization during the month of February, 1931. The annual address during the preceding year was "The Need for Constructive Pioneering in Education."<sup>5</sup> The meeting was held in Houston, Texas, on November 28, 29, and 30, 1929.

These years marked the beginning of lean years for the Colored Teachers Association of Texas. Higher education was still in the forefront of discussion, but little constructive work was being done in an effort to secure a school for the higher education of the Negro race in Texas. President Rhoads of Bishop College said in his address on November 30, 1929:

For fifty years Texas has taken high rank among other Southern States in its provisions for the training of its Negro youth, both in private and in public institutions. From the standpoint of literacy among Negroes for many years Texas has led eleven other Southern States, including Maryland, Delaware, and Kentucky, and is outranked in that respect only by Missouri, Oklahoma, and West Virginia.

It is sixth in number of Negro scholastics, third in the number of teachers, first in the

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<sup>4</sup>The San Antonio Evening News, November 29, 1930.

<sup>5</sup>The Houston Chronicle, Saturday, November 30, 1929.



number of high schools, second in the number of accredited high schools, third in expenditures for Negro teachers' salaries, second in per cent of scholastics enrolled per teacher, third in annual teachers' salaries, and fifth in average length of school term. The slight lead that Oklahoma and Maryland have over Texas in most points may be attributed, in part, to the fact that Texas has five times as many Negro pupils enrolled in its school as Oklahoma and four times as many as Maryland.

These years marked lean years for the teachers of Texas. But the Colored Teachers Association of Texas persisted to meet throughout the various cities and towns of Texas. The Texas Standard diminished in size from 8 1/2 inches by 11 1/2 inches in 1931 to 6 1/2 inches by 9 3/4 inches in 1932. The boastful slogan in reference to "Two thousand paid memberships . . ." of 1931 gave way to one which admonished "Be a progressive teacher . . . Pay your membership fee" in 1932. This slogan was to be popular throughout the thirties wherever the standard was to appear. Despite the handicaps of the depression of the thirties, the Colored Teachers State Association of Texas held to its ideal of the establishment of "a university and one teachers' college for Negroes in Texas."<sup>6</sup>

But the once militant organization did not exemplify its old vigor in its approach to get these schools which it had exemplified in the years before. President Joseph J. Rhoads recommended among other things "that plans be

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<sup>6</sup>The Texas Standard: Official Organ of The Colored Teachers State Association of Texas (Unnumbered), June, 1930, p. 3.



laid for the systematic development of sentiment, and the encouragement of legislation favoring the establishment of a university and one teacher's college for Negroes in Texas". The depression years appear to bring to light a system of politics which may be identified as politics of compromise. The power and supremacy of the brother citizen apparently was recognized, if not acknowledged.

"A plea for greater support of the State Association for Colored Teachers" which started in 1930, dominated the ambition of the association throughout the thirties.<sup>7</sup> The plea read:

There are a number of colored teachers of Texas who have stood "hard and fast" by the Association, but there are too many who are indifferent about the payment of dues, attendance, etc.

To those who are not active members, I am making this last plea that you enroll today and be counted as helping our efficient president put over a worthwhile program.

There was a time when one or two persons would stand out prominently in making demands for the Negro schools, but the schools of Texas have become too important institutions to be dependent more or less upon sporadic instances of individual leadership...

The State Association of Texas has striven for years to do some tangible and constructive work, while some good has been accomplished much has failed to be accomplished for the lack of funds and for the lack of proper encouragement and support by some of the teachers of Texas.

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<sup>7</sup>The Texas Standard: Official Organ of The Colored Teachers State Association of Texas (Unnumbered), November, 1930, p. 3.



On every hand we see many conditions in our schools which should be remedied, such as short terms, over crowded conditions, poor salaries, poor physical plants, etc. We can complain all we want but unless one united force is brought to bear upon those in authority in an intelligent way, these conditions will continue to exist.

If the Negro teachers of Texas will support the Association and adequate funds are secured in order to push these claims, conditions will change.

As an organization we can make no demands penniless. What impression would a beggar make demanding that certain things be done?

All teachers who are interested in their own growth and the advancement of teaching as a profession are under moral obligation to their State Association.

President A. W. McDonald presided over the 1932 meeting of the Colored Teachers State Association of Texas.<sup>8</sup> Six Negro colleges presented the program.<sup>9</sup> The meeting was held November 24, 25, and 26. The Fort Worth Star Telegram carried the following write-up of the meeting.

A musicale to be presented by six Negro colleges will be the feature of the Negro State Teachers Association's convention program at Mount Giles Baptist Church.

It will include the talent of Bishop and Wiley Colleges, at Marshall, Sam Houston and Jarvis Christian Colleges, at Austin (sic), the D. D. and B. Institute, at Austin, and Paul Quinn College, Waco.

Various educational exhibits have been arranged at the I. M. Terrell High School.

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<sup>8</sup>The Texas Standard (Jubilee Number), April-September, 1935, p. 32.

<sup>9</sup>Fort Worth Star Telegram, Thursday, November 24, 1932.



A social will be held today at the E. E. Guinn home on Carroll Street and later delegates will be entertained with a program at Greenway Park.

There were no day to day follow-up of the Fort Worth meeting. T. W. Pratt (1932-1933) was elected at Fort Worth meeting. By hard work and rigid economy he succeeded in carrying on a good year's work and leaving a substantial balance in the treasury. His meeting was held at Austin, November 30 through December 2, 1933. Visiting speakers were Miss Gladys Little, representing Governor Miriam A. Ferguson, Miss Jessie Gray, President N. E. A., L. A. Woods, State Superintendent of Education of the State of Texas, Miss Jeanie M. Pinkney, Director of Health Education, University of Texas, Mrs. C. H. Christian, Better Homes Commissioner, Mrs. Cora M. Martin, Professor of Elementary Education, University of Texas, Mr. Gordon Worley, Director of Negro Education in Texas, H. W. Stillwell, President of the Texas State Teachers' Association (white). Full proceedings of the meeting are in the Texas Standard for November, 1933.

The Texas State Teachers' Association, (white) also held its annual meeting the previous year in the city of Fort Worth. The Colored Teachers State Association of Texas, whenever possible, holds its meetings in the same city as the white association. The reason for this is that they feel that better speakers can be engaged when the two organizations meet in the same city.<sup>10</sup>

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<sup>10</sup> Confidential Conference, 9 June 1948.



Due to insufficient funds during the depression years the State of Texas had adopted the practice of paying some school employees in warrants. These warrants brought no interest and were not honored at all banks. President J. Hill of the Texas State Teachers' Association asserted almost angrily that if the warrants (or script money) could be cashed at all they must be heavily discounted.<sup>11</sup>

November 29, 30, and December 1, 1934, ushered in the Jubilee session of the Colored Teachers State Association of Texas. The meeting convened in the historic city of Galveston, Texas. Mr. C. O. Rodgers, then serving in the capacity of principal of the Corsicana High School, was elected to the office of the presidency of the Colored Teachers State Association of Texas for the years 1933-1935. He began his administration with a very bright outlook. He formulated an elaborate schedule of objectives and plans of procedure for the year 1933-1934.<sup>12</sup> However, Mr. Rodgers was called to Oklahoma, to serve as curriculum revision specialist. He resigned his position as Principal of the Corsicana High School and President of the Association. The Executive Committee, ably assisted by Principal W. R. Banks of Prairie View shaped up the program for the Galveston meeting at which T. B. Mitchell, first vice presi-

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<sup>11</sup>Fort Worth Star Telegram, Thursday, November 24, 1932.

<sup>12</sup>These plans are to be found in The Texas Standard (Unnumbered) for the month of April, 1932.



dent, presided.<sup>13</sup>

The theme of this meeting was centered on "The Improvement of Rural Teachers and Rural Schools".<sup>14</sup> Professor G. Lamar Harrison (now President of Langston University, Langston, Oklahoma), head of the Department of Education at Prairie View, had accumulated some very instructive materials for the improvement of rural teachers and rural schools. He had done much research in the field of rural education.

Members of the Negro press met with the teachers during the Thursday, November 29, 1934, session.<sup>15</sup> The one outstanding event of this meeting was perhaps the meeting of the Colored Teachers State Association of Texas with the Texas State Teachers' Association (white) at the City Auditorium during the afternoon of November 29. Dr. Channing H. Tobias of New York and Dr. Henry A. Hunt of Washington, D. C., were guest speakers of the evening session which was resumed at 7:00 o'clock. Friday's meeting was one of business. On Saturday officers for the ensuing year were chosen and the meeting was adjourned. Governor-Elect James V. Allred addressed the Texas State Teachers' Association. He spoke briefly of "The New Era

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<sup>13</sup>Full proceedings of this meeting are recorded in The Texas Standard (Unnumbered) for the month of November, 1934.

<sup>14</sup>Ibid., p.3.

<sup>15</sup>The Galveston Daily News, Saturday, December 1, 1934.



in Education" prior to his introduction of Governor McNutt.

He expressed his appreciation to the teaching profession for the assistance given him when he was attorney general of the State. "We fought together to preserve for the children of Texas the priceless heritage to which they were entitled by right of constitution", he said.

President T. B. Mitchell (1934-1935) had the distinction of having filled Mr. Rodgers' unexpired term of being elected to succeed him.<sup>18</sup> His administration had the distinction of bringing forth a history of the Colored Teachers State Association of Texas in the form of the Jubilee Number of the Texas Standard.

The fifty-second session of the Colored Teachers State Association of Texas opened in the Library Auditorium at 9:30 A. M. November 28, 1935. M. B. Davis of Austin was elected President of the Colored Teachers State Association of Texas. The organization under Professor M. B. Davis concerned itself with internal organization. Professor Davis had a successful year as the presiding officer of the group. His meeting was carried to Dallas, Texas. The meeting took place on November 26, 1936 and lasted through November 28. "The two principal measures passed during this administration were: (1) That the association go (sic) on record as favoring the Teacher Retirement

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<sup>18</sup>The Galveston Daily News, Saturday, December 1, 1934.



ment Plan. (2) That we ask (sic) through our legislators for the passage of a law to aid students who must go out of the state to get desired courses.<sup>17</sup>

Professor I. Q. Hurdle succeeded Mr. Davis to the seat of President of the organization. He held his position from 1936 to 1937. He terminated his tenure of office in the friendly city of Beaumont, Texas. In Beaumont, the association encountered congested conditions. Beaumont was host to 10,000 Baptist members who were attending the annual B. T. U. Convention (white) and to over 5,000 delegates of the Colored Teachers State Association of Texas who held session in the Antioch Church of Beaumont.<sup>18</sup> The Negro meeting was scheduled to meet from November 26 to November 28, inclusive. So crowded was the city that Sheriff W. W. Richardson was obliged to extend an invitation to the effect that "Some of the delegates to the Baptist Training Convention may spend tonight in the County Jail."<sup>19</sup>

Nevertheless, the Colored teachers convened and their meeting met with a fair degree of success. I. Q. Hurdle, principal of Kealing Junior High School of Austin, who was "state president", delivered his annual address at

<sup>17</sup>Confidential Letter, dated 25 March 1948.

<sup>18</sup>Beaumont Enterprise, Saturday, November 27, 1937.

<sup>19</sup>Beaumont Enterprise, Saturday, November 25, 1937.



the opening session. Mayor P. D. Renfro welcomed the delegates on behalf of the city, and M. B. Gill, principal of the Carroll school, greeted the association for the local teachers. During the first session, the Anderson High School band of Austin gave a concert.

Mrs. Lottie Hadnott presented "A Reading Demonstration," and Mrs. Sadie L. Karrey, health teacher, discussed "The Teaching of Health in the Charlton-Pollard High School." A sightseeing tour had been arranged through the courtesy of Emmons B. Grogan, principal of the Pipkin Elementary-Junior High school. The theme of the convention for that year was "Making the Problem of Living the Subject Matter of School Work."<sup>20</sup>

Dr. L. A. Woods was the main speaker on Friday. In his appeal to the Negro educators of the State he urged them not to be quitters. "The man who is overcome by obstacles is a failure; but the man who overcomes obstacles is a success," he said. I like to see a winner, to see a fellow scale the walls."

He added:

You are the color you are because God wills it so, but you are what you are morally, educationally, and otherwise because you will it so. You have your handicap, I have mine. You have some I don't have. I have some you don't have.

Then Dr. Woods cited instances of people succeeding

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<sup>20</sup>Beaumont Enterprise, Ibid.



despite handicaps, ending with "If these persons could succeed with the handicaps they had, what should we do with no hindrances?"

Other speakers on the program were President J. J. Rhoads of Bishop College, Marshall; and D. B. Taylor, State Supervisor of Negro High Schools of Texas. Taylor spoke on "Soil Conservation." There were other speakers who spoke of vocational education.

In his keynote speech Thursday, Professor Hurdle outlined a twelve-point program that he recommended the teachers to adopt. These included the Boy Scouts, P. T. A., national educational organizations, and institutions for delinquents, invalids, the deaf, blind, and cripples. The reorganization of the body into five districts was also recommended.<sup>21</sup>

Prairie View established her Division of Graduate Study in 1937. She had added another page to her expanding history. Normally when one reads these accomplishments his mind reflects back to the long and hard struggle which raged during the turn of the Nineteenth Century. One has little wonder that the words of Professor H. M. Tarver, of the fair city of Brenham, took such lasting effect. Though it is said that Mr. Tarver was employed by the Colored Association of Texas as a member of the University Committee

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<sup>21</sup>The Texas State Teachers Association had effected these reorganizations as early as 1931. These "revolutionary changes" were effected at their Amarillo meeting, November 27, 1931.



and though he accepted the assignment, declined the idea of the establishment of a branch university for Negroes when he was questioned by the whites of Brenham. He said, as a substitute, Prairie View should be enlarged. Among other things, Professor Tarver said that the masses of the Colored people did not require a classical education.<sup>22</sup>

Under the presidency of Mr. O. J. Thomas (1937-1938) the association made a return visit to Fort Worth in 1938 whereupon Mr. A. L. Turner, Carthage, Texas, was appointed President of the Colored Teachers Association of Texas for the ensuing year (1938-1939).

Texas Colored Teachers convened in Houston, Texas, during the Thanksgiving Season of 1939.<sup>23</sup> The Chronicle gave the following account of the meeting:

Texas negro teachers will meet here today to hold the annual session of their state association. The session will be held at Good Hope Baptist Church and will be continued through Saturday. Delegates will be present from all parts of the State.

The association will open with a local program of welcome this morning with Jas. D. Ryan, principal of Jack Yates High School of Houston, presiding as general chairman of entertainment committees.

Mayor Holcombe is on the program to deliver the welcome address and Violet L. McCartney of Jacksonville, will respond. Other speakers this morning will be the Reverend T. J. Clements, A. W. Jackson, John A. Fowlkes, "bronze mayor" of Houston, the Reverend A. A. Lucas, W. L. Davis and M. B. Davis.

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<sup>22</sup>Houston Daily Post, Saturday Morning, January 7, 1890.

<sup>23</sup>The Houston Chronicle, November 30, 1939.



A. L. Turner, association president, of Carthage, will render his annual address Thursday morning and the report of John W. Rice, executive secretary of Houston, will be given at the same time.

The afternoon's session will feature addresses by H. A. Bullock, of Prairie View State College, Gordon Worley of the state department of education, and M. H. Owens of the Dallas Gazette Negro Weekly, will discuss the negro press and public school programs.

A private theatre party for members will be given tonight at the Rainbow Theatre.

The Chronicle for December 1, 1939, did not carry a follow-up of the Negro meeting; but it gave an account of its sister organization, Texas State Teachers' Association of Texas, which held its meeting in the Alamo City.<sup>24</sup> The Reverend E. Jones, San Antonio Episcopal pastor, told the teachers that the spirit of intolerance and prejudice that seeks to oppress minority groups is the most serious threats to the welfare of the United States. Among other things he said, the "fear and pride that would suppress freedom of speech and press and the cheap conception of humanity that corrupts business and politics by saying 'Every man has his price' stands as a constant threat to the structural foundation of the American way of life."

S. O. Parish was elected head of the Colored teachers at the Houston meeting. Marshall, Texas, and Wiley College were to serve as hosts to 6,000 Negro teachers in

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<sup>24</sup>The Houston Chronicle, December 1, 1939. Also see the Houston Press, December 1, 1939.



November, 1940.<sup>25</sup> The meeting convened on November 21, 22, and 23. The first welcome address was delivered by "the Honorable L. W. Kariel, Mayor of Marshall." Among the great flurry of American flags, and among other things, pleasing to the audience's ears, the mayor said,

We are all Americans and uphold the glories of this country of ours, and I am sure this fine group of teachers is doing just this thing. In looking out over this group, I am sure that the Negro youth is in good hands and that we can expect good things of them.

Again we welcome you here and will do all that we can to help make your sojourn here both pleasant and profitable.

The business of the meeting was conducted in its usual manner, and the meeting adjourned on November 23, 1940. H. B. Pemberton was selected as the next president of the organization, and the place of the next meeting was designated to be Dallas, Texas. The theme of the meeting of 1940 was "Education and Jobs for Negro Youth." The theme for the 1941 meeting was "Creative Education." The meeting of 1941 was important in that the new constitution which had been read at the last annual meeting was to be ratified.<sup>26</sup>

The matter of a satisfactory constitution for the

<sup>25</sup>The Texas Standard, (Vol. Fifteen: No. 1), Published by The Colored Teachers State Association of Texas, April, 1941, p. 3. Also see the Marshall News Messenger, November 21, 1940.

<sup>26</sup>The Texas Standard (Vol. Fifteen: No. 4), Published by The Colored Teachers State Association of Texas, November, 1941.



organization has invariably served as a sore thumb.<sup>27</sup> Though Article V, Section 1, of the Constitution of 1906 allowed that "The Constitution may be altered or amended at any regular meeting by two-thirds vote of the members present", the organization has had four known different constitutions: The Constitution of December 26, 1906, under the presidency of W. T. McCall, Austin; the Constitution of 1920, under the presidency of A. E. Holland, Palestine (presumably, this was the second constitution); the Constitution of 1925 which was tentatively adopted under the presidency of H. B. Pemberton, Sr., and ratified during the tenure of President William Coleman, El Paso, in 1926; and the Constitution of 1940, which was finally accepted in 1941, under the presidency of H. B. Pemberton, Jr.

J. Irl Weatherby, Certified Public Accountant, had to say of the new constitution the following:

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<sup>27</sup>The Texas Standard, (Jubilee Number), April-September, 1935, pp. 41-50.



J. IRL WEATHERBY

Certified Public Accountant

M. and M. Building

Houston, Texas

March 9, 1942

Mr. R. T. Tatum, Chairman Budget Committee  
Colored Teachers State Association of Texas  
Beaumont, Texas

Dear Sir:

In accordance with your instructions I have made an examination of the financial records of the Colored Teachers State Association of Texas for the year 1940-41, and submit my report consisting of:

Auditors' recommendations. (sic)

Statement of Receipts and Disbursements by Executive Secretary for the year 1940.

Statement of Receipts and Disbursements by Executive Secretary for the year 1941.

Statement of Receipts and Disbursements by Secretary-Treasurer for the year 1940.

Statement of Receipts and Disbursements by Secretary-Treasurer for the year 1941.

All receipts and vouchers were examined.

I have also examined the reports submitted to the convention during November 1940 (sic), and find them in agreement with the books as reflected in my report.

An examination of the books reflects unskilled and in some cases lax record keeping, but no evidence of wilful misapplication of funds. There were a number of clerical errors which were cleared up by examination of original records such as receipts, checks, vouchers, etc. A transcript of these will be furnished you upon request. Recommendations are being made for improved procedure in this respect.

I deeply regret the delay in submitting this report. It was occasioned (sic) by the press of other work.

Respectfully submitted (sic)

S/ J. Irl Weatherby  
T/ -----

Certified Public Accountant



COLORED TEACHERS STATE ASSOCIATION OF TEXAS  
AUDITORS' RECOMMENDATIONS

Constitution

The new constitution does not clearly provide the duties of the executive secretary. I recommend that a section be drawn that contains more definite provisions as to his duties and responsibilities.

The constitution provides that the Permanent Fund is to consist of gifts and all excess funds at the end of the year. I find fault with this provision for two reasons.

First: It does not permit the officers of the Association to undertake and plan broad projects which might require several years accumulation of surplus in the available fund. An example of such project might be a survey of the working conditions of Colored Teachers and the publication of facts revealed by such survey.

Second: Under this provision of the constitution, the permanent fund is placed in the position of an unwanted relative. It gets only what is left and there is no incentive to the officers or the membership to see that anything is left.

I recommend that the constitution be amended to provide a definite altruistic purpose for the Permanent Fund.

That 5¢ or 10¢ from each membership and \$15.00 from each life membership be placed in the Permanent Fund.

That publicity be given the purpose of the Fund and that donations to it be actively solicited and that the constitution provide that the energetic promotion of the Fund be one of the duties of the Executive Secretary.

The constitution provides that the Secretary-Treasurer receive all moneys and issue receipts therefor, and that funds shall be disbursed on voucher warrants or checks signed by both the Secretary and the President.

This provision has been consistently ignored in spirit, if not in letter. In my opinion, this provision has been discarded as far as practice is concerned because of the impossibility of carrying out the provisions of the constitution.

Practical considerations have made it necessary to have a great number of collectors and cashiers at the convention who receive money and issue receipts. During the



period between conventions the major bulk of the dues of the members are mailed to the Executive Secretary who passes them on to the Secretary-Treasurer. However in some cases these receipts were used to defray expenses of the Executive Secretary's office and were accounted for by receipt.

The constitution should provide that the Executive Secretary and such other cashiers or collectors as designated by either the Secretary-Treasurer or the executive committee be authorized to collect money and give receipts. That these collectors then turn over their receipts intact to the Secretary-Treasurer who shall issue receipts to them.

The constitution provides that funds shall be disbursed only on voucher warrants or checks signed by both the Secretary-Treasurer or the President.

I find that the Executive Secretary has in many cases paid necessary expenses from his own funds and later requested refunds of the amounts so spent. This procedure is amounts to an approval after the expenditure which is in violation of the spirit of the Constitution, also the checks are signed by the Secretary-Treasurer only. Under the circumstances, it is probable that some of the vouchers were prepared after the actual disbursements of the funds.

I recommend the Constitution provide for two additional bank accounts in the city in which the Executive Secretary maintains his office. One for the purpose of depositing funds received by the Executive Secretary and to be subject only to checks drawn by the Secretary-Treasurer. The second to be a Petty Cash Account of a round sum which shall be subject to check by the Executive Secretary. This account to be replenished as needed by check from the Secretary-Treasurer.

I further recommend that the Constitution contain some provisions for the pledging of the credit of the Association. It is unfair to any officer of the Association to expect him to make advances for expenses which might or might not be authorized. I suggest that the executive committee be empowered to authorize the Secretary-Treasurer to sign the note of the Association for any necessary advances.

I further recommend that the Constitution be amended so as to provide for the making of certain definite expenditures by the Secretary-Treasurer and for the Executive Secretary upon the authorizing the proper officials of the Association to make monthly expenditures accordingly, and providing that any expenditures in excess of the budgeted amounts be approved by the Executive Committee before being made.



## Procedure

I find that the procedure of handling receipts has been one that leads to error. Numbered receipt books are mailed to each principal who has agreed to act as a collector of dues. These books together with receipts collected are then either mailed in or turned in at the convention. Receipts for individual dues, moneys from the principals and other receipts are then issued by the various people acting as cashiers together with duplicate receipts to members who claim to have paid previously their dues. This condition with numerous receipts duplicated makes an accurate accounting of receipts very difficult.

I recommend that one cashier be appointed to handle the remittances of the collectors and that another be designated to handle the payments of the individual members.

That no receipts be issued unless the collector has the actual money.

To avoid difficulty with lost receipts, I suggest that a membership card be issued to each member on payment of dues and that duplicate membership cards might be issued without dues payment when a responsible officer of the association is satisfied that the original has been actually issued.

That the receipts be deposited intact and that duplicate deposit slips be kept. This deposit slip to identify the receipts from which the money is received by number or by dates.

In my recommendations as to the constitution I have covered the procedure for handling disbursements.



In Dallas, Texas, on November 20, 1941, the committee on Policy and Program for the Colored Teachers State Association of Texas, comprised of Thomas L. Holley, San Antonio, R. T. Tatum, Beaumont, and Joseph J. Rhoads, Chairman, Marshall, proposed to the Executive committee that "the two major services of the Colored Teachers State Association of Texas be directed by the two commissions": (1) Commission on Equalization of Educational Opportunity and (2) Commission on Participation of Negroes in Local, State, and Federal Agencies. Mr. Joseph J. Rhoads was the chairman of the first commission and Mr. J. C. McAdams, Crockett, was the chairman of the second commission.<sup>22</sup> Thus ended the memorial year of 1941.

World War Two came to the Americas on December 8, 1941, insofar as history admits. The declaration was made on a "blue Monday", for on the Sunday preceeding events caused by Japan took place which "shall live in infamy". We declared war on the Axis Powers, with special reference to Germany and Italy.

L. J. White, Longview, Texas, was elected as president of the association during the 1941 meeting. He held the position for a period of two years. His annual meetings were in Beaumont in 1942 and in Waco in 1943. He was followed by R. T. Tatum, Beaumont, who held his annual session in Houston in 1944. The meetings were concerned primarily with the "two major services" of the Colored

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<sup>22</sup>Letter from the Policy and Program Committee to the Executive Committee, Dallas, Texas dated November 20, 1941.



Teachers State Association of Texas.<sup>20</sup> It, too concerned itself with internal organization. Most of the work of the organization was done, as usual, through the various committees during the crisis years.<sup>20</sup> Professor Tatum at his meeting in Houston spoke strongly relative to the works of the Commission on Equalization of Educational Opportunity.<sup>21</sup> He was succeeded to office by O. L. Price. Mr. Price carried his meeting to the Capitol City in 1945.

The Austin Statesman gave the following account of the gathering:<sup>22</sup>

Negro teachers from all over the state will meet here thursday morning in the initial session of the annual convention of the Colored Teachers State Association of Texas.

The first general session will be held at the Dorie Miller auditorium at which Mayor Tom Miller and T. D. Marshall of Dallas will be the Principal speakers.

The second general session open to the public will be held Thursday night. Speakers will be Governor Coke Stevenson, Superintendent E. T. Robins of Taylor, and Dr. D. E. Johnson of Texarkana.

There was no follow-up by either of the two daily papers of the city. Governor Stevenson assured the members of the association that the possibilities of a Negro university would be unbiassly considered as a possibility

<sup>20</sup>Confidential Conference, 6 July 1948.

<sup>20</sup>Confidential Conference, 6 July 1948.

<sup>21</sup>The Informer, Houston 1, Texas, Saturday, December 9, 1944. The Meeting convened November 30 through Saturday, December 2.

<sup>22</sup>The Austin Statesman, Thursday, November 29, 1945.



in the near future. The governor later appointed a bi-racial committee to study the possibility.<sup>58</sup>

J. E. Gooden was elected president for the ensuing year and he held his meeting in Fort Worth, Texas, in 1946. The press of that city gave the following account of the meeting:

The opening session of the 63rd state convention of the Colored Teachers Association will be held at 10:00 A. M. Thursday in the auditorium of the I. M. Terrell (Negro) High School. E. B. Busby, J. J. Hurley, and L. B. Williams will welcome delegates.

Speakers at a program Thursday night in Will Rogers Memorial Auditorium will include Pat M. Neff, president of Baylor University; Mark McGee, chairman of the bi-racial committee appointed by Governor Stevenson to work out plans for a Negro state university; and L. M. Johnson, Negro retired principal of the Terrell school.

Among the speakers will be Gordon Worley, state supervisor of negro education, and M. W. Dogan, president emeritus of Wiley College at Marshall.

The journal of the Colored Teachers State Association shows that the usual procedures were carried out. O. W. Crump was elected to the chair for the following year. Mr. Crump carried his followers to the historic Alamo City for the 1947 meeting. Both the Colored Teachers State Association of Texas and the State Teachers Association (white) met in San Antonio during the Thanksgiving season. Mrs. Ellie Alma Walls-Montgomery, Houston,

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<sup>58</sup>Ibid.



Texas, assumed the position of First Vice President of the organization "which is tantamount to being elected president".<sup>82</sup> Over 3,000 attended the teachers' convention.<sup>83</sup>

President Crump pointed out three major steps which he proposed for immediate consideration by the Executive Committee. First: Representation in the House of Delegates of the National Education Association. Second: Attempt to establish a state junior college to meet the recognized standards of education. Third: The need of a state tenure law; equalization of salary; standardize teacher qualifications and protestation against unethical standards of teachers.<sup>84</sup> Aside from the above major proposals, Mr. Crump drew sounding applause by suggesting a title of qualified teachers similar to those of other profession, such as (M. D.), ministers (Reverends), etc. The San Antonio meeting lasted from November 27 through November 29.

The survey of the meetings of the Colored Teachers

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<sup>82</sup>The Informer, Houston 1, Texas, Saturday, December 6, 1947.

<sup>83</sup>Ibid.

<sup>84</sup>The "unethical standards of teachers" harks back to the days of yellow journalism of The Brotherhood Eyes, Dallas, Texas. This tabloid made assertions at the turn of the twenties that the Colored Teachers Association was a clearing house for the unethical teachers. It may be said that unbecoming conduct on the part of some few teachers who attended the meetings was more associative, rather than casual- perhaps. The tabloid was eventually ruled undesirable, as well as not representative.



State Association of Texas indicates that they were more or less set to a given pattern. It is a house of organizations, with very little external effect on the population which it was destined to serve. Mrs. Ellie Alma Walls-Montgomery, First Vice President of the Colored Teachers State Association of Texas, in her "Sixty Years of Progress of the Colored Teachers Association of Texas," states that "Perhaps the greatest achievement of the association in recent years is the part it played in getting out-of-state aid for professional study of Negro students. The association had several representatives on the committee which worked on the project for several months and contributed \$1,000 toward the lobby for the passage of the bill granting such aid."<sup>87</sup>

Article I of the Second Constitution of the organization, reprinted during the administration of A. E. Holland in 1920, states " . . . and its purpose shall be to promote the progress of education in the State of Texas." The 1926 Constitution, drafted during Mr. Coleman's administration, in Article I, Section I, adds, " . . . and through the N. A. T. C. S., to assist in the promotion of a national educational program for Negro youth in America."

Hardly less important, however, was the leadership which the association has furnished in the equalization of salaries of Negro teachers in the state. It appointed a committee which made a study of procedures used in other

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<sup>87</sup>Negro Life, Loc. Cit., p. 4.



states where equalization petitions had been filed. The findings were made available to Texas teachers and consultants furnished when they were desired. The committee also worked with state officials in the Department of Education and caused to be set up a Commission on Equalization in Educational Opportunity.<sup>88</sup>

In passing, the nature of the meetings needs mentioning. The over-all pattern seems to be one which did not vary. The primary purpose of the meetings seemed to have been for the collection of dues and the election of officers. The first day was always set aside for instruction, recreation, and speeches. The second day was set aside for business sessions. The third day was set aside for the election of officers and the completion of business. So set was the pattern that in 1930, John Wyman Rice complained:<sup>89</sup> An account of this is given in the Jubilee Edition of the official journal.<sup>90</sup> The excerpt from the reprint read:

For forty years the Colored Teachers State Association had been doing business in about the same way. Each year saw a splendid program which was in a large measure a duplicate of the previous year's program. Each year saw a group of above five hundred teachers, representing the best of our race, resemble

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<sup>88</sup>Ibid.

<sup>89</sup>The Texas Standard: Official Organ of the Colored Teachers State Association of Texas. (Unnumbered), June, 1930.

<sup>90</sup>The Texas Standard (Jubilee Edition), Loc. Cit., pp. 37-38.



more and more a poorly organized political party whose chief purpose was to elect a president and whose unspoken slogan seemed to be "The end justifies the means." In the midst of chaos which reigned at such elections, a few years ago, a young school man of not yet thirty years of age, caught a vision of what the association ought to be and in face of men who had been in the organization before he was born, had the hardihood to rise and say that the conduct of the business of the association was a reproach upon the fair name of Texas Colored Teachers, that we should have a new constitution and a better program of work, that the association should be something more than a meeting at which some papers were read and which then degenerate into a series of unpleasanties contingent to the election of a president whose major requirement was years of membership in the body . . .

Mr. Rice's official connection with the association began as Educational Secretary in the Fort Worth Session of 1923. He was the first Executive Secretary of the organization and he served in that capacity for a period of five years, during which time the membership of the association increased from 500 to 1,500. His services were lost to the organization in 1934, at which time he was elected by the Odd Fellows as Assistant Endowment Secretary of that body.

Thus ends the first known work of this nature with regard to the Colored Teachers State Association of Texas.



## SUMMARY AND CONCLUSIONS

The Colored Teachers State Association of Texas emerged as a social and political movement. Neither social nor political conditions, while they may be separated one from the other for convenience of treatment, can be divorced one from the other. Movements come as the result of awakenings and rejuvenations and are bi-products of the awakenings. Jay

Colored teachers became aware of themselves and the system in which they worked as early as 1878 when the State Teachers Association of Texas (white) was established. Too, the radical cult of Colored Republican teachers who were imported into Texas from the North and Southwest and the East thought they saw a vantage point in organization. The organization of the Colored Teachers State Association of the State of Texas was a product of the period of transition in the State of Texas.

The turn of the Nineteenth Century brought little that was new to the cultural regionalism of Texas and the Southwest. The idea of equalitarianism in an economy that had as its basis a utilitarian society evidenced itself in the rise of schools, colleges, churches, and civic organizations. The spirit of equalitarianism epitomized itself in the professionalization and popularization of learning by both Negro and white groups. stut Jay



There were conflicting teachings during the period of political transition in Texas and the Southwest. They were the teachings of equalitarianism and the didacticisms of Booker T. Washington. At the late turn of the Nineteenth Century, it appeared that, after Negroes had been pushed out of politics, that the doctrines of Booker T. Washington were to be the "guiding lights " of Negro activity in Texas.

The once militant Prairie View supported the teachings of Mr. Washington. Citizenship was redefined in the light of Negro Americans and white Americans. The duties of the Negroes were designated as those of the disposed, who owed to American society the responsibility of proving validity. Politics among Negroes resorted to the doctrine. The Colored Teachers State Association of Texas was one of the chief proponents.

The organization let go of its militant policies of equalitarianism in politics and accepted the role of the defeated. Instead of demanding equality in educational offerings in the State of Texas, the Negroes accepted out-of-state aid during the run of the late thirties. Instead of demanding rights on the basis of constitutional provisions, the Colored Teachers State Association attempted to reach its primary goals by "cooperation."

It settled itself in the pattern of staticism and internal re-organization, both of which are evidences of matureism. These patterns have lasted for many years.



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APPENDIX A

ARTICLE I

THE UNITED FRANCHISE TRADE  
ASSOCIATION OF SIX STATES OF  
TEXAS

Salisbury, Texas

APPENDICES

Copy Book & Form

Printing Fee & 25.00

Franchise & 1000

Remarks 25.00

10 - 5

FILED IN THE OFFICE OF THE

COMMISSIONER OF STATE

THIS 25 DAY OF NOV., 1901

S/ L. F. Stoughton

Secretary of State



## APPENDIX A

THE STATE OF TEXAS:

COUNTY OF DALLAS :

# 37158THE COLORED TEACHERS STATE  
ASSOCIATION OF THE STATE OF  
TEXAS

Palestine, Texas

## I

Cap. Stock \$ NoneFiling Fee \$ 10.00Franchise \$ NoneRemarks 50 years

12 - 5

FILED IN THE OFFICE OF THE

SECRETARY OF STATE

THIS 28 DAY OF NOV., 1921

S/ S. T. Steepe

Secretary of State



C  
O  
P  
Y

## "A" APPENDIX (CONT'D)

THE STATE OF TEXAS:

COUNTY OF DALLAS :

## KNOW ALL MEN BY THESE PRESENTS

That we, L. B. Kinchion, of Bell County, Texas, F. A. Robinson, of Anderson County, Texas, and A. B. Thomas, of McLennan County, Texas, under and by virtue of the laws of this State, do hereby voluntarily associate ourselves together for the purpose of forming a private corporation under the terms and conditions hereinafter set out, as follows:

## 1.

The name of this corporation is "The Colored Teachers State Association of the State of Texas".

## 2.

The purpose for which it is formed is to support education and to promote the progress of education in the State of Texas, as provided by Section 3, Article 1121, of the revised Statutes of the State of Texas.

## 3.

The place where the business of the corporation is to be transacted is at Palestine, Anderson County, Texas, and for such other places as may from time to time be designated by the governing body of this corporation. The governing body being movable and shall hold its annual convention at such times and places as may be designated by said body politics



in said annual conventions.

4.

The term for which it is to exist is fifty years from the date of the filing of these articles of incorporation in the office of the Secretary of State of the State of Texas.

5.

The number of directors shall be three, and their names and Post Office addresses are as follows: L. B. Kinchion, Belton, Bell County, Texas; F. A. Robinson, Palestine, Anderson County, Texas; A. B. Thomas, Waco, McLennan County, Texas.

In testimony whereof we hereunto sign our names this 25th day of November, A. D. 1921.

S/ L. B. Kinchion

S/ Mrs. A. Banes Thomas

S/ F. A. Robinson

THE STATE OF TEXAS:

COUNTY OF DALLAS :

Before me, the undersigned authority, on this day personally appeared L. B. Kinchion, F. A. Robinson, and A. B. Thomas, known to me to be the persons whose names are subscribed to the foregoing instrument, and severally acknowledged to me that they executed the same for the purpose and consideration therein expresses.

Given under my hand and seal of office this 25th day



## "A" APPENDIX (CONT'D)

C  
O  
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Y  
of November, A. D. 1921.

PAUL H. BROWN  
Secretary of State

S/ A. S. Wells

NOTARY PUBLIC, DALLAS COUNTY, TEXAS

Seal

Dear Miss Collins:

Our records show an organization by the name  
The United Negro College Fund, Inc. of the State  
of Texas, (Corporate Name) incorporated under the laws  
of the State of Texas, November 25, 1921, with the  
place of business located in Galveston, Texas, as shown  
by the charter. The original incorporators are as follows:  
(List) J. B. Kinship, Dallas, Texas; J. A. Johnson, Dallas,  
Texas; A. B. Brown, Dallas, Texas. The following  
a photostatic copy of the charter will be sent.

This corporation has no capital stock, and no  
other funds, and is not required to file reports in  
this office, as we can only give the information as appears  
in the charter.

If we may be of further service to you in this matter,  
please advise us.

Sincerely yours,

Paul H. Brown  
Secretary of State



C  
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YAPPENDIX B  
(OFFICIAL STATE LETTER-  
HEAD)

PAUL H. BROWN  
Secretary of State

Miss Arntie E. Hollins (sic)  
Department of History  
Prairie View, Texas

Dear Miss Hollins (sic):

Our records show an organization by the name, The Colored Teachers State Association of the State of Texas, (Corporate Name) incorporated under the laws of the State of Texas, November 28, 1921, with the place of Business located in Palestine, Texas, as shown by the charter. The original incorporators are as follows; (sic) L. B. Kinchion, Belton, Texas; F. A. Robinson, Palestine, Texas; A. B. Thomas, Waco, Texas. The fee for making a photostatic copy of the charter will be \$1.00.

This corporation has no capital stock, pays no franchise tax, and is not required to file yearly reports in this office, so we can only give the information as appears in the charter.

If we may be of further service to you in this matter, please advise us.

Sincerely yours,

S/ Paul H. Brown  
T/ Paul H. Brown  
Secretary of State

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## (OFFICIAL LETTER HEADING)

March 25, 1948

Mr. A. Edward Hollins,  
Department of History,  
Prairie View A. & M. College,  
Prairie View, Texas

Dear Mr. Hollins:

I regret to say that I have allowed quite a bit of valuable material, having to do with the State Teacher's Association, to get away from me. However, I am sending you a few bulletins, under separate cover which should prove helpful to you.

The bulletin with the first president's picture on the coverlid is a brief history of the association from 1884 to 1935. The other magazines published in 1932, 1936, 1938, 1940, 1945, contain valuable material also.

I suggest that you write Mrs. Hazel H. Peace, Secretary-Treasurer, I. M. Terrell H. S., Fort Worth for material dating from 1939 to the present time. Or you may write the living presidents (beginning with November 1935 until the present time) for high points of their administrations. For example: M. B. Davis was elected in San Antonio in 1935. Presided at Dallas in 1936. The two principal measures passed during this administration were: (1) That the association go on record as favoring the Teacher Retirement Plan. (2) That we ask through our legislators for the passage of a law to aid students who must go out of the state to get desired courses.

The theme of the association for a number of years has been: The Best in Education for Every Negro Child. Were I to attempt to state a general aim of the association I would say, "To promote professional, educational, and social improvement on the part of the teachers." Group meetings, demonstrations, addresses from outstanding educators, and round-table discussions have been the principal means of fulfilling this aim.

The attendance has increased several folds during the past twenty-five years. I think it is due to a general awakening on the part of the teachers, and to the pressure brought by many superintendents of schools who encourage their teachers to attend.



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"C" APPENDIX (CONT'D)

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Although I have not missed an annual meeting since 1922, I do not claim to have a monopoly on information in connection with this organization. My friend, W. L. D. Johnson, Principal Blackshear School, Houston, has missed fewer than a half dozen meetings since 1901.

If I can be of further service to you, feel free to call on me.

With every good wish,

I am,

Yours very truly,

S/ M. B. Davis

T/ M. B. Davis

P. S.

By all means return bulletins.



## APPENDIX D

<u>NO.</u>	<u>NAME</u>	<u>PLACE</u>	<u>DATE PRESIDED</u>
1.	L. C. Anderson	Prairie View	1884 - 1889
2.	T. H. Mabson	Galveston	1890
3.	J. R. Gibson	Galveston	1891
4.	David Abner	Marshall	1892
5.	I. M. Terrell	Fort Worth	1893
6.	A. J. Moore	Waco	1894
7.	G. W. Jackson	Corsicana	1895
8.	W. H. Broyles	Prairie View	1896
9.	J. W. Tildon	Waxahachie	1897
10.	J. R. E. Lee	Marshall	1898
11.	N. W. Harlee	Dallas	1899
12.	F. W. Gross	Victoria	1900
13.	I. M. Burgan	Waco	1901
14.	M. W. Dogan	Dallas	1902
15.	H. B. Fry	Houston	1903
16.	E. L. Blackshear	Waco	1904
17.	W. T. McCall	Galveston	1905
18.	R. S. Lovinggood	Austin	1906
19.	W. C. Rollins	Prairie View	1907
20.	W. H. Burnett	Fort Worth	1908
21.	H. T. Davis	Houston	1909
22.	A. J. Kirk	Waco	1910
23.	T. J. Charlton	Dallas	1911



"D" APPENDIX (CONT'D)

<u>NO.</u>	<u>NAME</u>	<u>PLACE</u>	<u>DATE PRESIDED</u>
24.	A. S. Jackson	Austin	1912
25.	W. L. D. Johnson	Brenham	1913
26.	W. L. Davis	Marshall	1914
27.	N. A. Banks	Calvert	1915
28.	B. Y. Aycock	San Antonio	1916
29.	J. D. Ryan	Palestine	1917
30.	T. K. Price	Waco	1918
31.	C. F. Carr	Dallas	1919
32.	A. E. Holland	Houston	1920
33.	L. B. Kinchion	Dallas	1921
34.	E. D. Pierson	Fort Worth	1922
35.	J. W. Sanford	Fort Worth	1923
36.	J. H. Rowe	San Antonio	1924
37.	H. B. Pemberton, Sr.	Dallas	1925
38.	W. M. Coleman	Waco	1926
39.	T. T. Pollard	Austin	1927
40.	W. R. Banks	Marshall	1928
41.	J. J. Rhoades	Houston	1929
42.	O. A. Fuller	San Antonio	1930
43.	A. W. Jackson	Beaumont	1931
44.	A. W. McDonald	Fort Worth	1932 (Presided over one joint white and Colored meeting)
45.	T. W. Pratt	Austin	1933
46.	C. O. Rogers (unexpired term filled by presided at	Galveston	T. B. Mitchell who 1934



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## "D" APPENDIX (CONT'D)

<u>NO.</u>	<u>NAME</u>	<u>PLACE</u>	<u>DATE PRESIDED</u>
47.	T. B. Mitchell	San Antonio	1935
48.	M. B. Davis	Dallas	1936
49.	I. Q. Hurdle	Beaumont	1937
50.	O. J. Thomas	Fort Worth	1938
51.	A. L. Turner	Houston	1939
52.	S. O. Parrish	Marshall	1940
53.	H. B. Pemberton, Jr.	Dallas	1941
54.	L. J. White	Beaumont	1942
55.	L. J. White	Waco	1943
56.	R. T. Tatum	Houston	1944
57.	O. L. Price	Austin	1945

Note: Extracted from the Souvenir Program, State Convention, Colored Teachers State Association of Texas, held in Austin, Texas, November 29, 30, and the 1st of December, 1945. The souvenir program indicated that all the ex-presidents were dead during the time of the meeting, except 14, 19, 21, 24, 25, 26, 27, 30, 32, 33, 35, 38, 39, 40, 41, 43, 44, 45, 46, 50, 51, 52, 53, 54, 55, and 56.







## AUTOBIOGRAPHY

April 10, 1916, marks the date of my birth. I was the third and youngest child of Mr. George Mose Hollins and Mrs. BIRTHA Etta Lee Fuller-Hollins. The place of my birth was a German community, Umland, Hays County, Texas.

My parents, carrying their three children with them, moved to San Marcos, Hays County, Texas, in 1917; there the permanent home of the Hollinses was established.

I, along with my sister and brother, attended both elementary school and high school under the single roof of what is known as "The San Marcos Colored High School" which is located in San Marcos. My high school training was at an end at the termination of the school year, 1934 - 1935.

Prairie View A. & M. College, then the Prairie View State Normal and Industrial College of Texas, was the college of my choice. I attended Prairie View commencing with the month of September, 1935, and received my B. A. Degree upon the termination of the Regular Session on May 23, 1939.

After finishing college, I taught in a rural one-teacher school in the German Community of Maxwell, Caldwell County, Texas, for a period of two years, 1939 - 1941. In the fall of 1941, I was obliged to teach in the high school in San Marcos, Texas. After one successful year there, I was inducted into the Army of the United States, May 29, 1942.



The first one and a half years of my Army career was spent on the Continental United States at Camp Polk, Louisiana. On February 21, 1944, I was appointed Warrant Officer, Junior Grade, and was assigned as personnel officer of the 614th Tank Destroyer Battalion, Towed. I left my position at Camp Polk, where I had served as a personnel technician in the post headquarters, and reported to the Commanding Officer of the 614th Tank Destroyer Battalion. The unit was on maneuvers in the forests, canebreaks, and swamps of the Evangeline section of the Creole State.

August 7 of the same year found me on the good ship, Espierence Bay, a former British Cargo Ship. My destination was the European Theater of Operations. I served as personnel officer of the 614th to the time of its inactivation, in December, 1945, after which time I was assigned as personnel officer of the famed 761st Tank Battalion, which in turn was inactivated in May the following year.

In December, 1946, I was redeployed to the United States for release from active service. My release was to be effective on March 21, 1947.

Prairie View A. & M. College again was chosen as the school in which I desired to do my graduate work in the field of history with a minor in Labor Economics. I entered the institution as a fellowship student on September 8, 1947.